

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 Reflective Journal Entries

**Robin Donohoe Dennison, Anita
Dempsey, John Rosselli**



Sample Reflective Journal Entries:

Promoting Reflective Thinking in Teachers Germaine L. Taggart, Alfred P. Wilson, 2005-05-11 This expanded bestseller integrates the latest research and technology with tried and true methods for strengthening practitioners problem solving and decision making skills

Evaluation Beyond Exams in Nursing Education Robin Donohoe Dennison, Anita Dempsey, John Rosselli, 2014-07-29 Helps educators to design assignments and rigorous rubrics that truly measure student learning objectives The ability of students to pass an examination does not necessarily reflect or guarantee their ability to apply knowledge in practice nor are traditional exams a sufficient means to evaluate all learning objectives Written for both new and seasoned nurse educators this book is unique in its provision of rigorous rubrics that fully take into account learning objectives and the teaching learning process and promote objective grading It examines a variety of time tested alternative evaluation methods discusses how to design them and includes best practices for using them The book provides an overview of how evaluation and rubrics play an integral part within the larger nursing education teaching learning process It helps educators clearly define learning objectives and desired outcomes and how to evaluate them The book describes how to formulate a variety of teaching strategies design effective assignments and examine in detail specific evaluation methods including best practices for their use and exemplar analytic scoring rubrics Also available are detailed modifiable grading rubric templates for each assignment presented Evaluation methods covered include papers presentations participation discussion boards concept maps case studies reflective journals and portfolios The book will assist both new and seasoned nurse educators in their quest to graduate competent safe nurses at all levels of nursing education Key Features Provides rigorous modifiable rubrics for learning objective grading Includes time tested alternative evaluation methods Describes best practices for designing a variety of teaching learning evaluation tools Includes guidelines for writing clear assignment descriptions Discusses papers presentations concept maps case studies portfolios and more

Rigor by Design, Not Chance Karin Hess, 2023-01-18 A practical and systematic approach to deepening student engagement promoting a growth mindset and building a classroom culture that truly supports thinking and learning Every student deserves access to deep and rigorous learning Still some persistent myths about rigor can get in the way such as the belief that it means more or harder work for everyone rather than challenging and advancing students thinking So how can teachers get more clarity on rigor and foster more meaningful learning in their classrooms In *Rigor by Design Not Chance* veteran educator Karin Hess offers not only a clear vision of what makes learning deep and rigorous but also a systematic and equitable approach for engaging students of all ages in rich learning tasks To that end she outlines five essential teacher moves that foster thinking and learning

- 1 Ask a series of probing questions of increasing complexity
- 2 Build schemas in each content area
- 3 Consider ways to strategically scaffold learning
- 4 Design complex tasks that emphasize transfer and evidence based solutions
- 5 Engage students in metacognition and reflection throughout the learning process

From there Hess details how to create an

actionable assessment cycle that will drive learning forward in any classroom This book offers a treasure trove of strategies student look for behaviors and templates to guide teachers in their work as well as an array of rich performance based assessments to engage and challenge students School leaders and instructional coaches can also benefit from the variety of teacher friendly supports to foster rigorous learning in their schools Ultimately Rigor by Design Not Chance helps educators empower students to take greater ownership of their own learning 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 **Making Connections in Elementary and Middle School Social Studies** Andrew P. Johnson,2009-10-15 Making Connections in Elementary and Middle School Social Studies Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its wealth of strategies that go beyond social studies teaching including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas

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 *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

Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists Alison Laver Fawcett, 2013-03-15 This textbook on assessment and outcome measurement is written for both occupational therapy and physiotherapy students and qualified therapists It begins by defining what is meant by assessment outcome evaluation and measurement and discussing the complexity of therapy assessment and measurement including the challenge of measuring human behaviour and the impact of factors such as task demand and context including the environment Methods of data collection e g observation interview standardised testing and sources e g self report proxy for collecting information about clients are then reviewed and the main purposes of assessment e g descriptive evaluative predictive discriminative presented The book then addresses the topics of standardisation levels of measurement reliability validity and clinical utility There is a chapter describing and applying models for categorizing levels of function to aid assessment and measurement The concept of clinical reasoning and reflective practice is then explored Application of principles is supported through detailed case studies and worksheets and the criteria for test critique and guidelines for choosing a particular assessment approach are discussed

Innovative Practices in Pre-Service Teacher Education, 2019-02-11 Pre service teacher education is a crucial component of the lifelong process of the professional

development of teachers as it equips prospective teachers with the necessary and sufficient competencies to design meaningful and authentic learning environments that engage students in the learning process. If done well, it enhances the quality and improves upon the retention of teachers in the profession. This book is important because it attempts to deconstruct the nature and describe the practice of current pre-service courses and programs in the Asia Pacific region, examine new paradigms of pre-service teacher education and their implications for practice, and explore emerging innovative practices. Moreover, this book's particular focus on engaging new partners and on harnessing required resources and capacities in the process, together with the particular role that new technologies may play in the new partnerships, is especially valuable. Drawing upon leading scholars of teacher education from the Asia Pacific region, the 12 chapters in this book are divided into three main sections to revitalize and inform the scholarship and debate on teacher education.

Examining Pre-Service Teacher Education
Engaging Partners in Pre-Service Teacher Education
Emerging Practices in Pre-Service Teacher Education

Developing Reflective Practice Natus Oelofsen, 2012-04-15 An essential toolkit that helps students, qualified nurses, and other healthcare professionals to become confident reflective practitioners. *Developing Reflective Practice* is suitable for students and practitioners in a variety of fields including nursing, psychology, social work, therapeutic child care, and education. The book offers a simple three-stage reflective cycle that will enable students and practitioners to incorporate reflective practice into their workplace and to help them feel confident and competent when confronted with complex and emotionally demanding situations in their practice. Introduces reflective practice and provides a range of reflective methods and techniques. Invites readers to acquire and develop skills by working through practical reflective activities. Illustrates concepts and techniques with extended worked examples. Encourages structured reflection with journal exercises. Provides practical advice on team working, case supervision, and recognising and avoiding stress and burnout. Students and qualified practitioners will benefit from reading this book and working through the reflective exercises that accompany the text.

From Reviews: In this book, the clinical psychologist Natus Oelofsen describes the processes of learning and the three-step reflective cycle, explaining how keeping a reflective journal offers insights into self and behaviour and using critical analysis to reflect on even ordinary everyday incidents. He shows how the insights of understanding help our interactions with patients and colleagues. Reflection helps us work together, offer support, and see where we are able to fit in as team members. The chapter 'All for one and one for all: building supportive teams' is particularly illuminating. There is so much in this book, including getting the most from supervision, ethical issues, and dealing with work-based stress, as well as exercises, activities, and case examples.

Nursing Standard Vol 26 No 48 August 2012 *Developing Reflective Practice* is a thorough and concise book enabling students, qualified nurses, and any other health professional to become confident reflective practitioners within their own field. A well-written and educational tool, particularly for a nursing student and even a social work student.

Nursing Times 11 October 2012

Beyond Training Jack C. Richards, 1998-02-13 *Beyond Training*

examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices *From Principles of Learning to Strategies for Instruction-with Workbook Companion*

Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-19 In this workbook companion we expand on the strategies presented in the book by supplying need based practical and specific strategies for implementation of a variety of other subject matters The book provides contributions from a mix of teacher educators and practitioners We focus on a specific targeted group high school age adolescents Our targeted readers are new and experienced teachers developing curricula for this group *The Reflective Educator's Guide to Classroom Research* Nancy Fichtman Dana, Diane Yendol-Hoppey, 2009

Transform your teaching practice with this powerful approach to professional growth Teacher inquiry can play a critical role in professional staff development across all grade levels and subject areas Now this updated bestseller offers both an in depth examination of teacher inquiry as well as step by step instructions giving prospective and practicing teachers everything they need to engage in this vital process Featuring helpful exercises in every chapter this how to guide to action research takes teachers through each stage of the process formulating a research question collaborating with others collecting data analyzing data writing and presenting classroom research and assessing the quality of the work The authors also demonstrate the relationship between teacher inquiry and differentiated instruction data driven decision making progress monitoring and Response to Intervention This revised edition includes An updated section about professional learning communities The latest data collection methods including digital photos video blogging and assessment measures Simplified models for documenting inquiry results Added examples from middle and high school settings A new chapter on assessing inquiry projects By learning to make the most of this essential tool teachers can enhance their instruction and contribute significantly to improved student achievement **Second Language Research** Alison Mackey, Susan M.

Gass, 2021-09-30 *Second Language Research Methodology and Design* is a clear comprehensive overview of core issues in L2 research Authored by well known scholars in SLA and supported by a wealth of examples from actual studies and extensive pedagogical resources this book first introduces students to the key topics and debates in L2 research It then guides readers step by step through the research process from basic principles and collection methods through study design and reporting to the point of being able to conduct their own research from beginning to end This book is an essential text for students and novice researchers of SLA applied linguistics and second and foreign language teaching Key Features A wealth of graphics visuals and exercises in each chapter Time to Think and Time to Do boxes within chapters Helpful glossary and subject index

New to This Edition Substantially reorganized chapters Significantly expanded chapters on qualitative and mixed methods Substantive revised material on computer technology based research Spotlights a variety of new software packages and databases including video mediated technology and games Discusses the Open Science Movement Expanded coverage of corpora processing and psycholinguistics based research Updated references throughout

Assessments in Occupational Therapy Mental Health Barbara J. Hemphill-Pearson, 2008 Assessments in Occupational Therapy Mental Health Second Edition proposes an exciting integrated approach to assessing multiple systems the chapters in this text also present a thorough process for approaching client evaluation In addition the reasoning process is explored in a way that is helpful to occupational therapy students and practitioners at all levels

Nursing Education in the Clinical Setting Roberta J. Emerson, 2006-09-19 2007 AJN Book of the Year Award Winner Nursing Education in the Clinical Setting provides a practical approach to clinical nursing instruction Although grounded in adult learning theory this unique resource provides practical suggestions and addresses common questions and issues The text incorporates illustrative scenarios discussion questions and reflection exercises designed to facilitate thoughtful application of the content Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor Provides important tips for effectively appraising student performance such as student involvement in self evaluation and goal setting and suggestions for how evaluation and appraisal are shared with the student Incorporates sample scenarios to illustrate concepts and allow the reader to apply them Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills Addresses all aspects of learning including cognitive e g critical thinking affective e g caring and psychomotor e g technical skills Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher Features a Clinical Toolbox that contains a variety of supplemental resources including sample approaches for teaching and evaluation suggestions for preparing anecdotal notes and relevant reference material Incorporates issues related to computer access of patient data banks for students and the federal regulations mandated by HIPAA and their clinical education implications

The Standards-based Administrative Internship Donald G. Hackmann, Donna M. Schmitt-Oliver, Jaclynn C. Tracy, 2002 This book provides guidance to individuals who are involved in the clinical preparation of aspiring principals and superintendents The authors argue for a high quality internship or mentoring experience and for basing experiences around the Interstate School Leaders Licensure Consortium ISLLC framework Additionally it will assist mentors in understanding their vital roles in ensuring such an experience

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

Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology
Association for Educational Communications and Technology. Convention, *Physical Education for Lifelong Fitness*
Physical Best (Program), Suzan F. Smith-Ayers, 2011 *Physical Education for Lifelong Fitness The Physical Best Teacher's Guide* presents strategies to incorporate health related fitness and activity into PE programs Teachers learn to develop a curriculum based on current national standards and guidelines apply fitness concepts in real world settings and motivate students to live healthy active lives

The book delves into Sample Reflective Journal Entries. Sample Reflective Journal Entries is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Sample Reflective Journal Entries, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 1: Introduction to Sample Reflective Journal Entries
 - Chapter 2: Essential Elements of Sample Reflective Journal Entries
 - Chapter 3: Sample Reflective Journal Entries in Everyday Life
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 - Chapter 5: Conclusion
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