

PRACTICUM JOURNAL

PRACTICUM WEEK : 1

DATE: 1ST FEBRUARY 2015 – 5TH FEBRUARY 2015

TITLE: FIRST WEEK IN SCHOOL, TIME MANAGEMENT and THE TEACHING OF
'DUNIA SAINS dan TEKNOLOGI'

1. PROBLEM

Alhamdulillah, my first week of practicum in SK _____ had been quite a different experience compared to my previous schools. The environment in urban school such as in my new school, SK _____ was completely different from my previous experience in rural schools. The school headmaster and staffs however had been very helpful and welcoming during our first day and throughout the whole week. We had been introduced properly to the pupils during our first morning assembly and it had helped me and my friend a lot in interacting with the school community afterwards.

As for the lesson I conducted in my classroom, I was still unable to properly conduct my lesson within the time limit as allocated in the lesson plan. Given that I was still not used to the level of the pupils in my classroom, I tend to sometimes underestimate or overestimate the ability of my pupils which affect the kind of activity I gave them in the classroom. More often than not, each activity exceeds the time limit that I have set especially during practice stage. Aside from that, I also encountered problem in trying to figure out the proper way to teach science concept and scientific skills to my pupils. Since this was also my first time in teaching my pupils the *'Dunia Sains dan Teknologi'* subject, I was overwhelmed by the differences in the teaching of DST and English especially in terms of approach and lesson planning. It was completely different and given my lack of knowledge and experience in the subject, I was worried that I might even mislead my pupils during the lesson.

Sample Practicum Journal

Nancy A. Wasser



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The Internship, Practicum, and Field Placement Handbook Brian N. Baird, Debra Mollen, 2023-04-18 The Internship Practicum and Field Placement Handbook offers real world knowledge of the skills interns in the helping professions need through every phase of their internship practicum or field placement The focus is on topics that may not have been addressed or fully developed through regular academic coursework meeting clients fees for service supervision ethics legal issues diversity clinical writing case notes and clinical records personal safety self care advocacy technology termination and planning for the future Every phase of the internship is discussed sequentially from finding and preparing for placements to concluding relationships with clients and supervisors Drawing from the fields of psychology counseling social work school counseling and psychiatry this edition has been thoroughly updated with the latest research and clinical literature ethical codes of the leading professions and legal and regulatory developments at federal and state levels This edition also features up to date coverage of remote education training supervision and practice as impacted by Covid 19 and technological changes Diversity awareness and insights are woven through every element of the text taking into account recent developments such as Black Lives Matter the MeToo movement gender identity awareness Other emerging issues are also addressed including the impact of the opioid epidemic and substance abuse deaths and the ethical legal issues that may arise relating to reproductive health and abortion related legislation In text exercises and thought problems are incorporated into each chapter for students to develop insights and skills Eleven online appendices are also included containing learning plans supervision agreements evaluation forms and ethical guidelines that students will need in preparation for the next phase of their training The Internship Practicum and Field Placement Handbook is an invaluable resource for students faculty and supervisors engaged in the challenging experience of transitioning from academia into clinical training in the field

Reflective Practice in Child and Youth Care Donicka Budd, 2020-01-28 A unique manual to the discipline Reflective Practice in Child and Youth Care addresses the need for distinct models of reflective practice across all Child and Youth Care CYC sectors This seminal work contextualizes the history of reflective practice and provides readers with the necessary tools to develop their own approach to reflective practice Special topics and key concepts include reflective practice theory the mindfulness reflection connection and transformative learning techniques Aligned with the CYC Code of Ethics and the CYC Competencies of Professionalism this book promotes self awareness and critical self reflection through case studies end of chapter discussion questions reflective writing templates and self assessment exercises Fostering reflective methods and self care strategies that can be used in practicums and professional settings this unique workbook is an essential resource for students at any stage of a college or university program in child and youth care FEATURES Connects to concepts that are covered across child and youth care program courses strengthening student comprehension Provides exercises that range in content and depth to ensure student engagement throughout the completion of the textbook

Journal Writing in Second

Language Education Christine Pearson Casanave, 2011-02-04 Journal writing is not new journals have been around for centuries More recently journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research processes As a result some educators may ask What more do we need to know Those likely to raise this question are probably not thinking of the explosive growth of reflective writing enabled by social networking on the Web the blogs and other interactive e vehicles for reflection on experiences in our literate real and virtual lives This revisiting of journal writing from a 21st century perspective informed by relevant earlier literature is what Christine Pearson Casanave guides readers through in this first book length treatment of the use of journal writing in the contexts of language learning pre and in service teaching and research Casanave has put together existing ideas that haven t been put together before and has done it not as an edited collection but as a single authored book She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings and in a way that will inspire all of us to think about not just do journal writing Those who have never attempted to use journals in their classes and own lives as well as others who have used it with mixed results will probably be tempted to try it in at least some of the venues Casanave provides guidance for Those already committed to journal writing will very likely find in this book new reasons for expanding and enhancing their use of journals Chicago Schools Journal , 1918

The American Monthly Microscopical Journal Romyn Hitchcock, Henry Leslie Osborn, Charles Wesley Smiley, 1888

Developing Reflective TESOL Practitioners Through Teacher Education Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a

principal text or as supplemental reading on a range of TESOL and ELT teacher education courses *The Educator-journal*, 1923 The Chicago Schools Journal, 1919 **Content-Based College ESL Instruction**, **Teacher Cognition and Language Education** Simon Borg, 2015-03-12 The study of teacher cognition what teachers think know and believe and of its relationship to teachers classroom practices has become a key theme in the field of language teaching and teacher education This new in paperback volume provides a timely discussion of the research which now exists on language teacher cognition The first part of the book considers what is known about the cognitions of pre service and practicing teachers and focuses specifically on teachers cognitions in teaching grammar reader and writing The second part of the book evaluates a range of research methods which have been used in the study of language teacher cognition and provides a framework for continuing research in this fascinating field This comprehensive yet accessible account will be relevant to researchers teacher educators and curriculum managers working in language education contexts **Narrative as Writing and Literacy Pedagogy for Preservice Elementary Teachers** Nancy A. Wasser, 2021-08-16 I just cannot write or I am not a good writer are familiar complaints from students in academia Many of them claim they cannot express themselves clearly in written text and their lack of this skill impedes them in their academic career In this book Nancy A Wasser argues that teachers can help solve this when they start viewing writing not as secondary to reading but as the equally important side of the same coin Those who cannot read will not be able to write Wasser explains how teaching and regular practicing of writing skills from an early age onwards helps children grow into students who are self aware of their voices By employing narrative as a process of learning to write and a way to read teachers can teach children the art of writing while also making children more aware of their own constructions of narrative Combining the focus on individual and group expression in writing lessons students can trace and reflect on their own life transformations through their writing process Good writers are not born that way but made through effort and practice Changes in curriculum may not only lead to better expressed citizens but also to more balance between teacher and children voices Journal of the Canadian Dietetic Association, 1991 **Journal of Health, Physical Education, Recreation**, 1950 **Pennsylvania School Journal**, 1929 **Journal of the American Association for Health, Physical Education, and Recreation**, 1950 **Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level** Dr Asha O S, Reflective Practice for Renewing Schools Jennifer York-Barr, William A. Sommers, Gail S. Ghere, Jo Montie, 2016-05-20 Renew your teaching and your passion with this updated bestseller The teaching life can be hectic complex and even lonely That s why so many educators turn to reflective practice to reenergize their commitment to students and to themselves Reflective practice counteracts the effects of professional isolation and instills a personal and communal sense of meaning renewal and empowerment This best selling book offers research based and practical ideas and strategies for using reflective practice individually with colleagues schoolwide and even district wide Features of the newest edition include Updated strategies for engaging adults and

students and using reflective practices to create equitable outcomes New examples of reflective practice in action A new chapter on the core leadership practices for growing reflective practice A new companion website with resources and reflection protocols When you make reflective practice part of your journey as an educator your insights benefit everyone and ensure enhanced learning and development for students This book is one of the best in the field It lends itself to practical solutions if the reader remembers that the gifts of time and relationships are at the center of this work The book takes a lot of theory and melts it down to hands on pieces doable in a school or district setting Michele R Dean Coordinator Ventura County Indian Education Consortium Ventura Unified School District CA The book has broken down reflection into its component parts cycles characteristics and capacities I applaud the insights and experiences of the authors Pat Roy Senior Consultant Learning Forward *Journal of the American Association of University Women* American Association of University Women,1924 **Resources in Education** ,1997 *Journal of Rural Education* ,1923

Unveiling the Magic of Words: A Overview of "**Sample Practicum Journal**"

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web the limiting reagent concept allows us to calculate amounts of reactants used and products formed in a complete

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than does O_2 2.398 g MgO vs 25.2 g MgO therefore Mg is the limiting reagent in this reaction step 5 the reactant that produces a larger amount of product is the excess reagent

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web if you start with 14.82 g of Ca(OH)_2 and 16.35 g of H_2SO_4 a determine the limiting reagent b determine the number of moles of H_2O produced c determine the number of grams of CaSO_4 produced d determine the number of grams of excess reagent left 1 make sure the equation is balanced

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