

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

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Anthem Guide to Essay Writing Carole L. Hamilton,2011-06-01 The Anthem Guide to Essay Writing is a comprehensive guide to writing successful essays in any course with step by step advice and plenty of examples One of the greatest assets of this book is its insights into how essays are evaluated so that writers can focus their efforts productively It demonstrates each step of the writing process from close reading and research to generating ideas organizing thoughts structuring a draft essay and revising for clarity and eloquence If you want to improve the quality of your essays you will find clear helpful advice in this easy to use guide

Literacy Projects for Student-Centered Classrooms Karrell Hickman,2007-04-18 Meets NCTE and IRA standards offers guidelines for using the student centered approach to literacy instruction and presents four long term research projects that encourage teamwork and creativity

A Handbook of Reflective and Experiential Learning Jennifer A. Moon,2013-04-15 This handbook acts as an essential guide to understanding and using reflective and experiential learning whether it be for personal or professional development or as a tool for learning It takes a fresh look at experiential and reflective learning locating them within an overall theoretical framework for learning and exploring the relationships between different approaches As well as the theory the book provides practical ideas for applying the models of learning with tools activities and photocopyable resources which can be incorporated directly into classroom practice This book is essential reading to guide any teacher lecturer or trainer wanting to improve teaching and learning

Writing Guide with Handbook Michelle Bachelor Robinson, Maria Jerskey, Toby Fulwiler,2021-12-14 Writing Guide with Handbook aligns to the goals topics and objectives of many first year writing and composition courses It is organized according to relevant genres and focuses on the writing process effective writing practices or strategies including graphic organizers writing frames and word banks to support visual learning and conventions of usage and style The text includes an editing and documentation handbook which provides information on grammar and mechanics common usage errors and citation styles Writing Guide with Handbook breaks down barriers in the field of composition by offering an inviting and inclusive approach to students of all intersectional identities To meet this goal the text creates a reciprocal relationship between everyday rhetoric and the evolving world of academia Writing Guide with Handbook builds on students life experiences and their participation in rhetorical communities within the familiar contexts of personal interaction and social media The text seeks to extend these existing skills by showing students how to construct a variety of compelling compositions in a variety of formats situations and contexts The authors conceived and developed Writing Guide with Handbook in 2020 its content and learning experiences reflect the instructional societal and individual challenges students have faced The authors invite students and instructors to practice invitational discussions even as they engage in verbal and written argument Instructors will be empowered to emphasize meaning and voice and to teach empathy as a rhetorical strategy Students will be empowered to negotiate their identities and their cultures through language as they

join us in writing discovering learning and creating This is an adaptation of Writing Guide with Handbook by OpenStax You can access the textbook as pdf for free at openstax.org Minor editorial changes were made to ensure a better ebook reading experience This is an open educational resources OER textbook for university and college students Textbook content produced by OpenStax is licensed under a Creative Commons Attribution 4.0 International License [Successful College Writing](#) Kathleen T. McWhorter,2012-01-16 Because so many first year writing students lack the basic skills the course demands reading specialist McWhorter gives them steady guidance through the challenges they face in academic work Successful College Writing offers extensive instruction in active and critical reading practical advice on study and college survival skills step by step strategies for writing and research detailed coverage of the nine rhetorical patterns of development and 61 readings that provide strong rhetorical models as well as an easy to use handbook in the complete edition McWhorter's unique visual approach to learning uses graphic organizers revision flowcharts and other visual tools to help students analyze texts and write their own essays Her unique attention to varieties of learning styles also helps empower students allowing them to identify their strengths and learning preferences Read the preface **A New Writing Classroom** Patrick Sullivan,2014-07-15 In A New Writing Classroom Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline's dependence on argument Including secondary writing teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen A New Writing Classroom encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy A New Writing Classroom draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field **The Learning Portfolio** John Zubizarreta,2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios [A Writer's Reference with Writing in the Disciplines](#) Diana Hacker,Nancy Sommers,2011-04-08 With Writing in the Disciplines Cover

Handbook of Research on ePortfolios Jafari, Ali, Kaufman, Catherine, 2006-05-31 This handbook investigates a variety of ePortfolio uses through case studies the technology that supports the case studies and it also explains the conceptual thinking behind current uses as well as potential uses Provided by publisher **How to Write an Essay** William Trego Webb, 1920 **A Student's Guide to First-year Composition** Meg Smith, 2005 **Resources in Education**, 1995-04 Reflective Practice in Nursing Chris Bulman, Sue Schutz, 2013-01-10 From reviews of previous editions This excellent book provides useful guidance on the use of reflection in practice a helpful addition to any nursing library Primary Health Care an excellent investment in any nurses library portfolio Journal of Advanced Nursing An extremely welcome addition to nursing's literature on thoughtful knowledgeable practice Nursing Times This is an excellent practical guide to reflective practice I would highly recommend this book to all practice teachers and students Journal of Practice Nursing The ability to reflect on practice has become a competency demanded of every healthcare professional in recent years It can be a daunting prospect but this practical and accessible text guides the way using the latest research and evidence to support the development of skills in reflective practice and provides help and advice on how to get started how to write reflectively and how to continue to use reflective practice in everyday situations This fifth edition of *Reflective Practice in Nursing* is an indispensable guide for students and practitioners alike who wish to learn more about reflective practice as well as containing essential information for teachers and lecturers *Identity and Pragmatic Language Use* Yoko Nogami, 2020-06-22 ELF English as a lingua franca research counters the monocentric view of English based on norms of native speakers of English and supports any usages reflecting sociopragmatic and pragmalinguistic reality of ELF communication Such an approach empowers any speakers of English to contemplate their own varieties of English as legitimate providing them greater options for positive self identification Based on qualitative and interpretive methodology this book illustrates how Japanese L2 English users establish identities related to L2 English as part of their multiple identities and how they explore new identity options through ELF Moreover the author demonstrates how power relations relating to English language are constructed through the participants experiences in ELF interactions Also analysis of the data reveals that to what degree the Japanese L2 English users wish to affiliate with particular groups in ELF interactions with people from diverse cultural background Because of the multidisciplinary nature of the study this book will appeal to a broad audience such as scholars and students who are interested in further understanding of identity and sociocultural issues involved in intercultural communication Understanding the Emotions of Second Language Writing Teachers Feng Geng, Shulin Yu, 2024-08-16 This book incorporates both practice based information and research to underpin teachers emotions in the teaching and learning settings of second language L2 writing in the Chinese tertiary educational context It introduces and validates a new conceptual framework for evaluating the causes and effects of the emotions of L2 writing teachers and investigates their emotional experiences in the context of the classroom Additionally it demonstrates the

mediating effect of emotion regulation strategies on L2 writing teachers pedagogical practices writing assessment practices teacher student relationships and well being Finally this book provides theoretical practical and pedagogical implications of emotion regulation and management in order to implement the L2 writing curriculum Higher English for CfE: Portfolio Writing Skills Andrew G. Ralston, Mary M. Firth, 2015-10-16 Exam Board SQA Level Higher Subject English First Teaching September 2014 First Exam June 2015 The SQA have endorsed this title A practical guide to Portfolio writing which is worth up to 30% of the final grade including an outline of the requirements and how to achieve them Detailed advice on personal and reflective writing Practical guidance on discursive writing Ideas for own writing Ample pieces for assessment with guidance on what markers are looking for **Performance Standards: High school** New Standards (Organization), 1997 **Developing Multilingual Writing** Hiroe Kobayashi, Carol Rinnert, 2023-02-14 With millions of people becoming multilingual writers in the globalized digital world this book helps to empower writers to connect with their readers and project their identities effectively across languages social contexts and genres In a series of closely related studies that build on each other we look comprehensively at how writers develop their ability to construct meaning for different audiences in multiple languages This book which draws on various approaches including a social view of writing multicompetence adaptive transfer complex systems theory motivation and translanguaging contributes to on going efforts to integrate differing approaches to multilingual writing research This book focusses on how writer agency control over text construction audience awareness ability to meet expectations of prospective readers and writer identity projection of image of the writer in the text progress as multilingual writers gain more experience across languages The within writer cross sectional text analysis Chapters 2 5 examines 185 essays written in Japanese and English by eight groups of writers from novice to advanced N 103 supplemented by insights from these writers reflections We explore how they employ three kinds of text features discourse types metadiscourse and self representation which relate to their developing agency audience and writer identity in their text construction and propose a new model for writer voice construction based on those features The four case studies Chapters 6 9 focus on five university students and six professionals to examine closely how individual writers agency audience and identity are interrelated in their text construction in two or three languages and diverse genres including academic and creative writing The combined studies provide new insights into multilingual writing development by revealing the close interrelationship among these three principal aspects of writing across languages They also demonstrate the writers multi directional use of dynamic transfer reuse and reshaping for L1 L2 and L3 text construction and the use of mixed languages L1 L2 or L1 L3 translanguaging for composing processes in addition to the creative power of multilingual writers One significant contribution of this book is to provide models of innovative ways to analyze text and new directions for writing research that go beyond complexity accuracy and fluency Categories and detailed examples of text features used for writer voice construction e g specific characteristics of Personal Emergent and Mature Voice are helpful for writing

teachers and for developing writers to improve ways of conveying their own intended writer identity to the reader The studies break new ground by extending our analysis of L2 writing to the same writers L1 and L3 writing and multiple genres

English and Reflective Writing Skills in Medicine Clive Handler,Charlotte Handler,Deborah Gill,2017-11-22 Reflective writing is an established and integral part of undergraduate medical curricula and also features in postgraduate medical education and revalidation This book guides and teaches medical students and all medical and paramedical staff through the process of writing reflective essays and less formal reflective pieces clearly concisely and accurately Sections on English writing skills alongside anonymised successful and unsuccessful examples of reflected essays explore both the principles and practice of effective writing This clear practical book is a valuable resource for medical undergraduates and postgraduates whether English be their first or an additional language

A Writer's Reference with Resources for Multilingual Writers and ESL Diana Hacker,Nancy Sommers,2011-01-21 This version of the best selling college handbook helps both resident and international students understand college expectations and develop strategies for improving their academic English and academic writing Written by an ESL expert this booklet includes plenty of helpful charts activities exercises and model papers along with notes about where to find additional resources online and on campus Resources for Multilingual Writers and ESL is also available in a packageable stand alone booklet ISBN 978 0 312 65685 0 Contact your sales representative or sales_support bfwpub com for a copy

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Table of Contents Samples Of Reflective Essay Writing

1. Understanding the eBook Samples Of Reflective Essay Writing
 - The Rise of Digital Reading Samples Of Reflective Essay Writing
 - Advantages of eBooks Over Traditional Books
2. Identifying Samples Of Reflective Essay Writing
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Samples Of Reflective Essay Writing
 - User-Friendly Interface
4. Exploring eBook Recommendations from Samples Of Reflective Essay Writing
 - Personalized Recommendations
 - Samples Of Reflective Essay Writing User Reviews and Ratings
 - Samples Of Reflective Essay Writing and Bestseller Lists

5. Accessing Samples Of Reflective Essay Writing Free and Paid eBooks
 - Samples Of Reflective Essay Writing Public Domain eBooks
 - Samples Of Reflective Essay Writing eBook Subscription Services
 - Samples Of Reflective Essay Writing Budget-Friendly Options
6. Navigating Samples Of Reflective Essay Writing eBook Formats
 - ePub, PDF, MOBI, and More
 - Samples Of Reflective Essay Writing Compatibility with Devices
 - Samples Of Reflective Essay Writing Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Samples Of Reflective Essay Writing
 - Highlighting and Note-Taking Samples Of Reflective Essay Writing
 - Interactive Elements Samples Of Reflective Essay Writing
8. Staying Engaged with Samples Of Reflective Essay Writing
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Samples Of Reflective Essay Writing
9. Balancing eBooks and Physical Books Samples Of Reflective Essay Writing
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Samples Of Reflective Essay Writing
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Samples Of Reflective Essay Writing
 - Setting Reading Goals Samples Of Reflective Essay Writing
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Samples Of Reflective Essay Writing
 - Fact-Checking eBook Content of Samples Of Reflective Essay Writing
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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