

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

Reflective Journal Writing Samples

Valerie J. Janesick



Reflective Journal Writing Samples:

"Stretching" Exercises for Qualitative Researchers Valerie J. Janesick, 2004 Overall I consider this work to be a valuable resource for teachers and students of research as well as researchers who want to extend or refine their skills Qualitative Research Journal Through the use of exercises this book helps readers develop the skills necessary to become an effective qualitative researcher This edition includes new chapters on the analysis and interpretation of qualitative data and narrative techniques including coverage of autobiography biography and life history as viable approaches to understanding the social world

Differentiation in Practice Carol A. Tomlinson, Cindy A. Strickland, 2005 This third book in the Differentiation in Practice series presents annotated lesson plans to illustrate how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit

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

Contexts of Nursing John Daly, 2009 Contexts of Nursing 3e builds on the strengths of previous editions and continues to provide nursing students with comprehensive coverage of core ideas and perspectives underpinning the practice of nursing the new edition has been thoroughly revised and updated New material on Cultural Awareness and Contemporary Approaches in Nursing has been introduced to reflect the realities of practice Nursing themes are discussed and are supported by illustrated examples and evidence Each chapter focuses on an area of study within the undergraduate nursing program and the new edition continues its dis

Writing in Bereavement Jane Moss, 2012 Writing in Bereavement A Creative Handbook Writing for Therapy or Personal Development

Experiments in Agency Supriya Baily, Farnoosh Shahrokhi, Tami Carsillo, 2017-04-13 This book is

about teacher agency and leadership but it is also an experiment in shifting the balance of power in research and writing It is about making accessible the process of academic publishing in a way that capitalizes on the knowledge of people in diverse contexts and with novice eyes and is an experiment in sharing academic writing between master teachers and doctoral students It is also a book on the power of action research and the belief we have as teacher educators about the transformative power of teachers in their own classrooms Pairing master teachers from ten countries who were part of the Teaching Excellence and Achievement Program with graduate students this book provides a framework to decolonize research practices in an effort to re envision research methodologies on a global scale The book also provides a tangible way to see how research processes support local transformation and direct engagement of those at the margins to play a greater role in the production of scholarly knowledge The cross national scope of this book with authors working in classrooms in countries as diverse as Turkey Chile and Bangladesh coupled work of novice US based scholars to engage in the conceptualizing researching data analysis and writing of chapters speaks to the importance of new voices in the field of research Additionally the combination of teacher research projects in the classroom juxtaposed with chapters that speak to the process of teacher research in a global context provides both theoretical and empirical foundations for teacher research

TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL *TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy* is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians **Science the "write" Way** Jodi Wheeler-Toppen, 2011 Writing skills are high on the list of real world requirements for all students OCoincluding science

students Every scientific discipline needs professionals who can ably communicate in writing Scientists must be able to describe their proposed studies for funding considerations track their observations and results in their own notes describe their experimental protocols for their peers to replicate and synthesize their work to the wider world community **A Student's Guide to Academic and Professional Writing in Education** Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019-06-07 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 Book Features Presents a rhetorical approach to writing in education Includes detailed student samples for each of the four major categories of writing Articulates writing as a core intellectual responsibility of teachers Details the library and qualitative research process using examples from education Includes many user friendly features such as reflection questions and writing prompts

Developing Certain Designs For Promoting Reflective Learning Practices At Secondary Level Dr Asha O S,

Becoming a Reflective Practitioner Christopher Johns, 2009-07-27 From Reviews of the second edition Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care The first edition of this book was an excellent resource and this updated version is equally impressive This is a superb resource for nurses and all those eager to enhance their knowledge and skills in reflective practice It is well presented user friendly and stimulating Nursing Standard *Becoming a Reflective Practitioner* is a practical guide to using reflection in every day clinical practice It explores the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection *Becoming a Reflective Practitioner* includes accounts of everyday practice to guide the reader through the stages of reflective practice within the context of care desirable practice and the caring relationship This third edition reflects significant developments in reflective theory and gives greater attention to different approaches to reflection including the use of narrative dialogue New chapters are included on ensuring quality and managing conflict Exemplars are included throughout and further references and reflected reading are included at the end of each chapter Reflective practice is acknowledged as an effective approach to developing nursing care which evolves as the practitioner develops his or her own practice This book will therefore be of interest to all nurses involved in developing their clinical practice A practical guide to developing reflective practice Reflects significant developments in reflective theory Examines Christopher Johns own model for structured reflection Centred on care and the caring relationship Challenges practitioners to question their practice *Research and*

Reflection Andrea Izzo,2006-08-01 This book is designed to encourage and support in service and pre service teachers who want to conduct classroom based action research about literacy teaching and learning It can be used by individuals small groups or in education courses that include action research projects The aim of the text is to facilitate active engagement in the process of action research Comprehensive explanations of various research methods and approaches are not included the content is pragmatic and provides the novice researcher with a solid experience based foundation for developing research knowledge and skills It is hoped that readers upon completing this text will continue learning about and conducting action research honing their skills and increasing their knowledge Additional resources for further development are included in the final chapter of the book

Language beyond the Classroom Jann Purdy,2018-04-18 Language beyond the Classroom is an edited volume of essays that offers detailed how to guides for developing implementing and evaluating service learning programs for a variety of languages Contributions here present civic engagement programs for several languages including French German Russian and Spanish with curricula that can be adapted to any language program The authors of each essay engage with the growing pedagogical emphasis on experiential learning providing theoretical and practical advice including syllabi for language educators Language beyond the Classroom is a timely exploration of the variety and richness of service learning in language instruction and contributes to a 21st century emphasis on community engagement and cultural contextualization in second language pedagogy

Intelligent Tutoring Systems Vivekanandan Kumar,Christos Troussas,2020-06-03 This volume constitutes the proceedings of the 16th International Conference on Intelligent Tutoring Systems ITS 2020 held in Athens Greece in June 2020 The 23 full papers and 31 short papers presented in this volume were carefully reviewed and selected from 85 submissions They reflect a variety of new techniques including multimodal affective computing explainable AI mixed compensation multidimensional item response ensemble deep learning cohesion network analysis spiral of silence conversational agent semantic web computer supported collaborative learning and social network analysis

Learning to Read and Write in the Multilingual Family Xiao-lei Wang,2011-04-21 This book is a guide for parents who wish to raise children with more than one language and literacy Drawing on interdisciplinary research as well as the experiences of parents of multilingual children this book walks parents through the multilingual reading and writing process from infancy to adolescence It identifies essential literacy skills at each developmental stage and proposes effective strategies that facilitate multiliteracy in particular heritage language literacy development in the home environment This book can also be used as a reference for teachers who teach in community heritage language schools and in school heritage or foreign language programmes

Teaching Motivation for Student Engagement Debra K. Meyer,Alyssa Emery,2021-03-01 Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development As they learn about motivation and engagement teachers need conceptually rich yet easy to use frameworks At the same time teachers must understand that student engagement is not

separate from development instructional decision making classroom management student relationships and assessment This volume on teaching teachers about motivation addresses these challenges The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories and tie theory and research to real world experiences that teachers are likely to encounter in their courses and classroom experiences Additionally each chapter is summarized with key take away practices A shared perspective across all the chapters in this volume on teaching teachers about motivation is walking the talk In every chapter readers will be provided with rich examples of how research on and principles of classroom motivation can be re conceptualized through a variety of college teaching strategies Teachers and future teachers learning about motivation need to experience explicit modeling practice and constructive feedback in their college courses and professional development in order to incorporate those into their own practice In addition a core assumption throughout this volume is the importance of understanding the situated nature of motivation and avoiding a one size fits all approach in the classroom Teachers need to fully interrogate their instructional practices not only in terms of motivational principles but also for their cultural relevance equity and developmental appropriateness Just like P 12 students college students bring their histories as learners and beliefs about motivation to their formal study of motivation That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences Relatedly college instructors need to know their students and model differentiating their interactions to support each of them The authors in this volume have collectively decades of experience teaching at the college level and conducting research in motivation and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined In each chapter in this volume readers will learn how college instructors can demonstrate what effective motivationally supportive classrooms look sound and feel like

Resources in Education ,1999 Handbook of Language Teacher Education Zia Tajeddin,Thomas S.C. Farrell,2025-07-02 This handbook synthesizes accumulated research evidence about the main areas of language teacher education It systematically applies research synthesis to the field providing coherent systematic insights into various aspects of language teacher education Each chapter compares research conducted between 2010 2020 within a specialized area of teacher education The chapters discuss the theoretical and research underpinnings of each area describing the purposes methods and findings of the research including the impacts of teacher education on teacher professional development and teaching effectiveness The twenty six chapters in this handbook address three main areas of teacher education Teacher Variables Teacher Professional Development and Teacher Instructional Beliefs and Practices Section One on teacher variables includes ten chapters focused on teacher reflective practice identity cognition self efficacy beliefs emotion motivation demotivation and burnout agency autonomy and nativeness nonnativeness Second Two includes five chapters on teacher professional development namely good language teachers preservice teacher mentoring practicum in language teacher education online language teacher education and

language teacher action research Section Three consists of eleven chapters on teacher instructional beliefs and practices which systematically review research on teacher beliefs and practices about English as an international language teacher intercultural knowledge and beliefs teacher curricular knowledge TPACK of in service teachers in language education CLIL language teacher education EMI language teacher education heritage language teacher education translanguaging in language teacher education language teacher classroom discourse and interaction language assessment literacy for teachers and scaffolding and language teachers This handbook is an invaluable resource for teacher educators student preservice teachers inservice teachers graduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics and teacher education researchers **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 Tracing the Impact of First-Year Writing Laura Wilder, 2024-11-15 Tracing the Impact of First Year Writing presents the results of a large scale longitudinal study of college writers that explores the impact of a required first year writing course with a comparative approach not previously available Over five years Laura Wilder conducted 143 interviews with and collected 774 pages of writing from 58 students half of whom had taken a new first year writing course and half who had not Wilder found that while in many ways the experiences of both groups are comparable demonstrating how students receive valuable educations in rhetoric and writing from a variety of sources beyond a first year writing course students who took the first year writing course were much more likely to identify as writers This identification supported students use of writing in powerfully generative and knowledge building ways that they carried with them long after the course into other appropriate contexts In contrast to previous longitudinal studies of college writers undertaken at institutions with high prestige and resources Tracing the Impact of First Year Writing explores the role of writing at a regional public university and documents how students experiences with writing can be highly divergent across the curriculum and unequal across campuses Additionally this book includes the voices of students who do not identify as capable writers and have strongly negative emotional reactions to writing and writing instruction and adds empirical support to innovative calls in the field to transform the first year writing course into one that inspires students to reflectively consider writing itself

Whispering the Strategies of Language: An Psychological Quest through **Reflective Journal Writing Samples**

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