

# Reflection Paper: Self-Assessment of Learning

3 pages | 733 words

Before entering college, I never took the time to self reflect on my actions as much as I should have. Over the years, I noticed that tend to be my biggest critic. I judge everything I do both inside and outside of the classroom very harshly. Many people suggest that I should not be so hard on myself. The more I reflect on myself, the more I learn about my beliefs and skills. I believe this is a strength because I am learning more about myself and my self-development as a future counselor. Throughout this paper, I will reflect on my self-awareness when it comes to learning different counseling techniques as well as critiquing my skill development.

## Self-Awareness

During a class discussion, we went over a scenario where a client was expressing having an affair with a co-worker who is married and has a child. When we were going over this particular scenario I became self-aware on how bias I am toward cheating on your significant other. If I have a future client who shares that they are cheating on their significant other, I do not want to judge them based on my beliefs. I want to help them to the best of my ability despite what I think is right or wrong. If I have a client who shares that their significant other is cheating on them, I do not want to make it seem like I am taking their side because of my beliefs. Noticing that I am biased toward cheating has impacted my learning because I will begin to look for different techniques that will benefit the way I help my client. Helping my clients overcome what they are going through entails me to be very open-minded and say what is right for my client and their situation, not dependent on my personal beliefs. During a role-playing session, I became self-aware that I need to work on using other techniques during a counseling session. I noticed during role-play, I mainly reflect on my client's feelings. Reflecting on my clients feeling is not a bad technique, but I want to expand my techniques. I want to ask more open-ended questions, use more door openers, minimal encouragers, etc. During class I learned open-ended questions and door openers can encourage my client to expand on how they are feeling. Therefore, this will give me a better understanding of where my client is coming from and how my client is feeling. I also learned that using minimal encouragers will let my client know that I am listening to them.

## Skill Development

One skill I want to improve on is utilizing silence without feeling uncomfortable. During role-play sessions, I practiced using silence but I found myself breaking the silence before my client did because I felt awkward. I fear that if I utilize silence and my client senses that I am uncomfortable, it will make them uncomfortable. If my client feels uncomfortable, they will not want to open up to me. One major lesson I took away from a class discussion as well as reading Young's textbook is how silence can encourage...

# Self Assessment And Reflection Paper

**Shuri Mariasih Gietty Tambunan**



## Self Assessment And Reflection Paper:

**Experiential Exercises in the Classroom** Mary K. Foster, Vicki Fairbanks Taylor, Jennie L. Walker, 2021-06-25 The definitive guide to creating and using experiential exercises in the classroom For anyone interested in continuously improving their teaching practice this book provides an overview of the theory and empirical evidence for active learning and the use of experiential exercises Using a prescriptive model and checklist for creating adapting or adopting experiential exercises in the classroom the authors demonstrate evidence based best practices for each step in the development and use of experiential exercises including tips worksheets and checklists to facilitate use of these practices *Teaching Interculturally* Amy Lee, 2023-07-03 How can I simultaneously support students critical engagement with course content and develop their intercultural awareness Most faculty have multiple diversities present in any given classroom or academic program whether from an influx of international students or an increase of students from low income first generation and or racial ethnic minority populations and are concerned about how to maintain a rigorous curriculum and ensure that all their students succeed given disparate backgrounds and varying degrees of prior knowledge This book provides faculty and instructors with a theoretical foundation practical tools and an iterative and reflective process for designing and implementing an intercultural pedagogy The authors bring to bear the expertise of their various disciplinary backgrounds to offer a responsive integrative framework to develop and continually refine a pedagogy that both promotes deep disciplinary learning and supports intercultural outcomes for all students The authors offer a framework that is flexible enough to be responsive to the experience environment and particulars of a given teaching and learning situation The text incorporates narrative text by the authors as well as first person reflections classroom activities and annotated assignments that illustrate the dynamic process of intention experiment implement critique and refinement that characterize pedagogy and intercultural interaction The authors bring to bear the expertise of their various disciplinary backgrounds a deep knowledge of effective pedagogical practice and their experience and grounding in intercultural practice Amy in composition writing studies Mary Katherine in international education with rich experience as a faculty development trainer and Bob and Catherine respectively an historian and a family scientist This book is intended both for individual reading as well as for collective study in learning communities *CEFR-informed Learning, Teaching and Assessment* Noriko Nagai, Gregory C. Birch, Jack V. Bower, Maria Gabriela Schmidt, 2020-07-21 This book is a practical guide to the Common European Framework of Reference for Languages Learning Teaching Assessment CEFR Council of Europe 2001 and the CEFR Companion Volume CEFR CV COE 2018 which have increasingly been used to inform the language policies and teaching practices of countries within and outside of Europe It helps practitioners to i grasp essential and core concepts of the Common European Framework of Reference ii identify parts of the CEFR and the CEFR CV as well as other CEFR related resources and documents that are relevant for readers different purposes and iii utilise and adapt these resources for their own needs Written by practitioners

for practitioners this hands on guide covers the philosophy of the CEFR curricula assessment learner autonomy the task based approach and teacher development Logically explaining all aspects of the framework and its application this manual helps readers deal with many of the difficulties encountered when using CEFR and the CEFR CV The book will appeal to a wide audience including teacher educators curriculum and materials developers examination boards unfamiliar with the CEFR university language departments and language centres responsible for developing their own curricula teaching learning approaches and assessment instruments and policy makers wanting to learn more about the implications of adopting the CEFR It is a guidebook a reference book and a workbook all in your hand

*Research, Practice, and Innovations in Teacher Education During a Virtual Age* Zimmerman, Aaron Samuel, 2022-11-18 Decades of research have shown that early career teachers face a number of challenges and hold an increasingly wide set of responsibilities Teacher educators therefore must think carefully about how to prepare early career teachers for the profession Additionally however the work of teaching and teacher education has become increasingly complex within the context of the current virtual age including the prominent reality of social media and the significant possibilities of online teaching and learning *Research Practice and Innovations in Teacher Education During a Virtual Age* makes a significant contribution to the scholarship on teacher education by presenting a variety of evidence based methods that can be used to develop and improve aspects of teacher education within this virtual age including the curriculum and pedagogy of online teacher education as well as effective ways to prepare preservice teachers for the realities of online teaching and online learning Covering topics such as virtual caring learning material adaptation and instructional coaching this premier reference source is a dynamic resource for teacher educators pre service teachers administrators and educators of both K 12 and higher education government officials policymakers researchers and academicians

**Teaching in Online, Distance, and Non-Traditional Contexts** Cary Roseth, Penny Thompson, 2025-05-30 Building on the foundational principles of educational psychology this book offers a deep dive into the specific challenges and opportunities presented by online education it presents case studies and research backed strategies to help educators create engaging effective and inclusive online courses

*Student Self-Evaluation: Fostering Reflective Learning* Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help

teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page

Handbook of Counselor Preparation Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES

**Empowering Online Learning** Curtis J. Bonk, Ke Zhang, 2009-10-29 This is an essential resource for anyone designing or facilitating online learning It introduces an easy practical model R2D2 read reflect display and do that will show online educators how to deliver content in ways that benefit all types of learners visual auditory observational and kinesthetic from a wide variety of backgrounds and skill levels With a solid theoretical foundation and concrete guidance and examples this book can be used as a handy reference a professional guidebook or a course text The authors intend for it to help online instructors and instructional designers as well as those contemplating such positions design develop and deliver learner centered online instruction Empowering Online Learning has 25 unique activities for each phase of the R2D2 model as well as summary tables helping you pick and choose what to use whenever you need it Each activity lists a description skills addressed advice variations cost risk and time index and much more This title is loaded with current information about emerging technologies e g simulations podcasts wikis blogs and the Web 2 0 With a useful model more than 100 online activities the latest information on emerging technologies hundreds of quickly accessible Web resources and relevance to all types and ages of learners Empowering Online Learning is a book whose time has come

Using the European Portfolio for Student Teachers of Languages David Newby, Anne-Brit Fenner, Barry Jones, European Centre for Modern Languages, Council of Europe, 2011-01-01 The European Portfolio for Student Teachers of Languages is a tool for reflection and self assessment of the didactic knowledge and skills necessary to teach languages It builds on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Profile for Language Teacher Education Four years after its initial publication it has been translated into twelve European and Asian languages To meet widespread demand this ECML publication provides materials which support its implementation in teacher education The book entitled Using the European Portfolio for Student Teachers of Languages presents examples discussions and research findings of how the EPOSTL is used in initial teacher education courses in bi lateral teacher education programs and in teaching practice The accompanying folder and flyer feature amongst other things guidelines for strategic measures for introducing the EPOSTL in a particular institution

*Evaluating Student Learning Outcomes in Counselor Education* Casey A. Barrio Minton, Donna M. Gibson, Carrie A. Wachter Morris, 2016-04-14 This timely text describes the role of program evaluation in counselor education and provides step by step guidance for faculty seeking to develop comprehensive Student Learning Outcome SLO evaluation plans to meet accountability

expectations It serves as a blueprint for demystifying the SLO process and making the switch from an input based measure of productivity that focuses on what counseling programs do to an outcome based approach that concentrates on the quality of learning through evidence based assessment of students knowledge and skills The first and second parts of the book lay the foundation for the SLO process and provide practical guidance for identifying and developing direct and indirect measures of student learning Part III offers strategies for creating measures collecting managing and reporting student data and using data to ensure competence In Part IV counselor educators across the country offer hands on application through a wide variety of SLO activities and rubrics linked to each of the curricular and specialty areas of the 2016 CACREP Standards Requests for digital versions from the ACA can be found on wiley com To request print copies please visit the ACA website here Reproduction requests for material from books published by ACA should be directed to permissions counseling org

**Proceedings of the fourth Asia-Pacific Research in Social Sciences and Humanities, Arts and Humanities Stream (AHS-APRISH 2019)** Shuri Mariasih Gietty Tambunan, 2023-05-27 This is an open access book According to Castells power now rests in networks the logic of the network is more powerful than the powers of the network quoted in Weber 2002 p 104 it is whether nation states or local communities are deeply affected especially by inclusion in and exclusion from the global networks that structure a various sectors in society at any level Thus it is also crucial look closely at exclusion from and inclusion in different kinds of social structures where connectivity and access to networks are essential being aware that people at the bottom are those who with nothing to offer the network are excluded Castells arguments shows us how the new forms of network society offer challenges in a way that despite the disappearance of conventional ties exploitation marginalization exclusion and differentiation remain In what follows scholarships are invited to build an academic discussion on characterizing the structure and dynamics of societies in the world of the twenty first century Thus scholar may come to look at the meaning of being in a network society by examining the role of network society within the complexity of socio cultural political and economic circumstances in strengthening the role of science in overcoming local national regional and global problems But scientific research is also required to identify a wide variety of solutions to societal problems enhanced by the network society which no longer relate solely to a particular discipline but are multi and trans disciplinary In addition recent research has changed the traditional role of academia demanding more collaboration in the production of science not only among universities but also among researchers social practitioners and policymakers Considering these issues the fourth Asia Pacific Research in Social Sciences and Humanities APRiSH will be hosted by the Faculty of Social and Political Sciences Universitas Indonesia FISIP UI in 2019 under the theme The Network Society Continuity and Change Scientific inputs from all parts of the world are welcome academically and practically Various perspectives based on mono disciplinary multi disciplinary or trans disciplinary research are expected to examine the problems and contribute to solutions Intercultural Competence in Higher Education Darla Deardorff, Lily

Arasaratnam-Smith, 2017-07-20 *Intercultural Competence in Higher Education* features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization moving beyond rhetoric to concrete practice around the world. Devoted exclusively to exploring the central learning outcomes of internationalization efforts, this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross-cultural contributors including cutting-edge issues within intercultural competence development such as intersectionality, mapping intercultural competence and assessment, the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict, facilitating intercultural competence through international student internships, interdisciplinary and cross-cultural contributions from over 19 countries including Japan, Russia, Serbia, South Africa, and Vietnam. The latest research and thinking on global intercultural and international learning outcomes with a unique emphasis on newer voices. Intercultural competence has become an essential element in international as well as domestic education. This text provides the latest thinking and research within the context of internationalization, presents practical case studies on how to integrate this into the preparation of global-ready students, and will be of interest to postgraduate students, international education administrators and practitioners, as well as scholars and researchers in a variety of disciplines who have an interest in intercultural and global competence.

**Classroom Assessment & Grading that Work** Robert J. Marzano, 2006 Robert J. Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today's students.

**Teaching in Nursing** Diane M. Billings, Judith A. Halstead, 2015-12-01 Set yourself up for success as a nurse educator with the award-winning *Teaching in Nursing: A Guide for Faculty*, 5th Edition. Recommended by the NLN for comprehensive CNE prep, this insightful text is the only one of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks through the day-to-day challenges of teaching, readers will benefit from its expert guidance on key issues such as curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award, along with updated information on technology, empowered learning, the flipped classroom, interprofessional collaborative practice, and much more. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based lessons. Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction. Evidence-based teaching boxes cover issues such as how to do evidence-based teaching, applications of evidence-based teaching, implications for faculty development, administration, and the institution, and how to use the open-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Updated research and references address forward-thinking approaches to education and trends for the future.

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**Common Core for the Not-So-Common Learner, Grades 6-12** Andrea Honigsfeld,2013-08-16 Offers advice tools and strategies to build struggling learners language skills **Scenarios, Fictions, and Imagined Possibilities in Science, Engineering, and Education** Daria Bylieva,Alfred Nordmann,2024-11-09 This book presents the proceedings of the 24th International Conference Professional Culture of the Specialist of the Future Professionals and experts in all fields need to be prepared to handle unfamiliar situations Some of these are unexpected events that may occur quite suddenly out of the blue and others may emerge in the course of technological development or predicted trends In order to successfully confront the future professionals therefore need to engage in hypothetical thinking as they entertain concrete scenarios or fictitious possibilities Scientists and engineers lead the way when they employ thought experiments and systematically consider alternative realities Educators come up with creative approaches to foster the art of the as if This highly interdisciplinary collection of 50 papers discusses the theoretical challenge of hypothetical thinking and presents practical strategies for its promotion

*Entrepreneurship in Action* Eric W. Liguori,Mark Tonelli,2021-01-29 This book offers an in depth examination of six exemplar student run ventures These ventures actual businesses that students enroll in as a course and run themselves are changing the ways in which students learn by offering valuable hands on experience Many universities around the US have some form of student run venture operating on campus but how learning is reinforced and integrated into the classroom varies widely as does the meaningfulness of the overall student experience The struggle is most universities operate these ventures as one offs disconnected from formal academic instruction and as a side project that never gets full faculty or student attention **Student Engagement Techniques** Elizabeth F. Barkley,2009-10-06 Keeping students involved motivated and actively learning is challenging educators across the country yet good advice on how to accomplish this has not been readily available Student Engagement Techniques is a comprehensive resource that offers college teachers a dynamic model for engaging students and includes over one hundred tips strategies and techniques that have been proven to help teachers from a wide variety of disciplines and institutions motivate and connect with their students The ready to use format shows how to apply each of the book s techniques in the classroom and includes purpose preparation procedures



examples online implementation variations and extensions observations and advice and key resources Given the current and welcome surge of interest in improving student learning and success this guide is a timely and important tool sharply focused on practical strategies that can really matter Kay McClenney director Center for Community College Student Engagement Community College Leadership Program the University of Texas at Austin This book is a must for every new faculty orientation program it not only emphasizes the importance of concentrating on what students learn but provides clear steps to prepare and execute an engagement technique Faculty looking for ideas to heighten student engagement in their courses will find useful techniques that can be adopted adapted extended or modified Bob Smallwood cocreator of CLASSE Classroom Survey of Student Engagement and assistant to the provost for assessment Office of Institutional Effectiveness University of Alabama Elizabeth Barkley s encyclopedia of active learning techniques here called SETs combines both a solid discussion of the research on learning that supports the concept of engagement and real life examples of these approaches to teaching in action James Rhem executive editor The National Teaching Learning Forum *Resources in Education* ,2001

**The Role of Leadership Educators** Kathy L. Guthrie, Daniel M. Jenkins, 2018-02-01 Leadership as a discipline leadership education as a field and leadership educator as a profession are still in their infancy and rapidly evolving As professionals in higher education we are constantly asked to provide opportunities for students to learn leadership whether that is inside or outside of the classroom However very little if any professional development occurs in how to create such learning opportunities This book provides resources for leadership educators in three sections The first section sets the stage for leadership education and the professional work of leadership educators culminating with a variety of professional development resources for leadership educators The second section introduces a leadership learning framework provides characteristics and examples of strong leadership programs and assessment practices and describes the transformative practice of leadership education The third and final section offers specific instructional and assessment strategies ranging from discussion case study and reflection to team based and service learning to self assessments role play simulation and games to fulfill learning outcomes

## **Self Assessment And Reflection Paper** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Self Assessment And Reflection Paper**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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