

## Reflective Essay

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My belief about myself as a learner when I entered the class was a positive one. I attended a college prep school for high school and went to Oregon State University last year. I had plenty of practice with different learning techniques and found what works well for me. I believe I'm more of a visual learner than an auditory learner. It is easier to see a powerpoint and retain the knowledge then listen to a lecture and have the same retention. Entering the class I thought I liked working in groups more than working individually on projects, but that has since changed. I think it is more beneficial to me to work alone because I can get more done. When I entered the class I believed that reading the material closer to the due date was a better idea because I may not remember what I had read if I didn't.

What I have discovered about myself, as a learner over the term is vast. I learned that I can read the material way in advance and just briefly skim over the text and remember just about everything, were as I thought reading closer was more beneficial. I also learned that working in groups really isn't my specialty. I prefer working by myself because I'm able to get a lot more done and not have to worry about other people forgetting their part of the project. I don't like having to worry about other people not following through. I also learned that looking at the daily record in advanced helped me

# Self Reflection Paper

**Delores D. Liston, Regina Rahimi**



## **Self Reflection Paper:**

### **Clinical Supervision Activities for Increasing Competence and Self-Awareness** Roy A. Bean, Sean D.

Davis, Maureen P. Davey, 2014-04-07 Cultivate self awareness empathy and clinical competence in the mental health professionals you supervise Providing tested guidance for clinical supervisors of mental health professionals editors Roy A Bean Sean D Davis and Maureen P Davey draw from their own backgrounds in training private practice and academe as well as from an international panel of experts representing various mental health fields to provide activities and best practices that allow therapists to better serve an increasingly diverse set of clients and issues While clinical skills are easily observed the more subtle areas of self awareness or exploring unexamined judgments are more difficult to spot and to provide supervision and guidance for The numerous experiential activities included will help supervisors and the mental health professional they supervise develop their skills and techniques around Intuition Empathy Self awareness Mindfulness Multicultural awareness Perspective taking The book covers both clinical as well as diversity focused competence and awareness and suggests various forms of activities including research exercises reflection journaling and more Each activity includes measurement metrics as well as additional resources that help clinicians identify the best activity for a given situation Appropriate for clinicians at every level and from a multitude of backgrounds these tried and tested best practices can be used in clinical supervision as a class assignment or to facilitate professional growth Teaching Science With Interactive Notebooks Kellie Marcarelli, 2010-05-18 Packed with student samples this resource describes how to implement interactive notebooks in the inquiry based science classroom including execution time management and grading

Reflective Practice for Coaches Iain McCormick, 2023-02-22 This practical evidence based guide to running Reflective Practice professional development programmes provides a dynamic and engaging resource for a wide range of coaches Reflective Practice is a proven learning and development approach that involves consciously and deliberately thinking about experiences to develop insights and apply these within coaching practice McCormick argues that it is vital that coaches regularly reflect on their work to develop and grow professionally and this book provides a definitive and rich source of material on how and what to reflect on Topics include how to reflect as an individual coach working in pairs and small groups applying reflective practice in a training context and how to run advanced group sessions for coaches The book features a wide range of practical workbook exercises to challenge the reader's current practice and extend their capability as well as an evidence based guide to enhancing skills in recently developed areas such as Unified Protocol Cognitive Behavioural Therapy Internet Supplemented Acceptance and Commitment Therapy and Using Schema Therapy with Mindfulness Techniques Written by a highly experienced executive coach this book is full of practical and effective ways to become more capable and proficient It is essential reading for any career life or executive coach who wishes to enhance their coaching capability through reflective practice as well as for coaching training organisations senior executive coaches offering

sessions for other coaches and academic institutions offering coaching qualifications

**Cultural Awareness and Competency Development in Higher Education** Leavitt, Lynda, Wisdom, Sherrie, Leavitt, Kelly, 2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education

**Living Spiritual Praxis** Eric J. Kyle, 2013-10-24 Christian ministers working in congregations and with nonprofits seek to discern what it is that God has been doing and where it is that the Spirit might be leading them In Living Spiritual Praxis Eric Kyle looks to address the lack of resources on the work and dynamics of Christian spiritual formation that actually develop a specific process for spiritual formation programs Kyle strives to provide a guide for spiritual formation by using the praxis oriented fields of action research and practical theology He explores a process for understanding the nature and dynamics of a situation discerning specific formative interventions assessing various approaches and continually assessing and modifying these understandings and approaches Living Spiritual Praxis will be an invaluable resource for all Christians leaders and laity alike who are challenged by the spiritual formation of church members communities groups and individuals

Creating Contexts for Learning and Self-authorship Marcia B. Baxter Magolda, 1999 This book is intended to help college faculty create conditions in which students learn to construct knowledge in their disciplines and achieve self authorship A significant and often overlooked dimension mediating learning and self authorship centers on learners ways of knowing or their assumptions about the nature limits and certainty of knowledge A learner who assumes that all knowledge is certain expects to hear answers from an authority figure in contrast a learner who views knowledge as relative expects to explore multiple viewpoints By taking a constructive developmental approach the author demonstrates how students ability to construct knowledge is intertwined with the development of their assumptions about knowledge itself and their role in creating it She shows how the structure of constructive developmental teaching hinges on three principles validating students ability to know situating learning in students experience and defining learning as teachers and students mutually constructing meaning The book also takes abstract pedagogical principles and translates them into practical approaches

*Handbook of Reflection and Reflective Inquiry* Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept

Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakes an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times *Promoting Social Justice through the Scholarship of Teaching and Learning* Delores D.

Liston, Regina Rahimi, 2017-10-02 How can education become a transformative experience for all learners and teachers The contributors to this volume contend that the Scholarship of Teaching and Learning SoTL can provide a strong foundation for the role of education in promoting social justice The collection features contributions by an array of educators and scholars highlighting the various ways that learners and teachers can prepare for and engage with social justice concerns The essays offer reflections on the value of SoTL in relation to educational ethics marginalized groups community service and activism counter narratives and a range of classroom practices Although the contributors work in a variety of disciplines and employ different theoretical frameworks they are united by the conviction that education should improve our lives by promoting equity and social justice **Hello, Sharpshooter** Lotus Light, 2023-07-19 In an exhilarating tale of love and triumph a

psychologically burdened sharpshooter and a headstrong sports anchor find their paths intertwined on the competitive stage Austyn a gifted marksman had been haunted by a tragic childhood incident that left his mother in a vegetative state Through grueling training he honed his skills to become an infallible sharpshooter Yet with every shot he battled guilt and inner turmoil maintaining a distance from the female protagonist due to a misunderstanding Emily a sports anchor of exceptional caliber harbored secret feelings for Austyn Her past heartbreak in high school left her with a stutter whenever she faced him As a newcomer to the workforce Emily encountered challenges but overcame them one by one Through a series of heart stopping competitions their hearts gradually drew closer Emily conquered her stutter through live streaming sports events ultimately helping Austyn overcome his psychological barriers Together they ascended to the champion's podium hand in hand *Teaching in Blended Learning Environments* Norman D. Vaughan, Martha Cleveland-Innes, D. Randy

Garrison,2013-12-01 Teaching in Blended Learning Environments provides a coherent framework in which to explore the transformative concept of blended learning Blended learning can be defined as the organic integration of thoughtfully selected and complementary face to face and online approaches and technologies A direct result of the transformative innovation of virtual communication and online learning communities blended learning environments have created new ways for teachers and students to engage interact and collaborate The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes Built upon the theoretical framework of the Community of Inquiry the premise that higher education is both a collaborative and individually constructivist learning experience the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology Focusing on teaching practices related to the design facilitation direction and assessment of blended learning experiences Teaching in Blended Learning Environments addresses the growing demand for improved teaching in higher education

*Becoming Beholders* Karen E. Eifler,Thomas M. Landy,2014 Catholic colleges and universities have long engaged in conversation about how to fulfill their mission in creative ways across the curriculum The sacramental vision of Catholic higher education posits that God is made manifest in the study of all disciplines *Becoming Beholders* is the first book to share pedagogical strategies about how to do that Twenty faculty from many religious backgrounds and in fields such as chemistry economics English history mathematics sociology and theology discuss ways that their teaching nourishes students ability to find the transcendent in their studies

**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

**Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education** Paul Voerke,Mergerfel A. Vaz Ferreira,Nancy Drescher,2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Sch n Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work

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 *Writing Against the Curriculum* Randi Gray Kristensen, Ryan M. Claycomb, 2010-01-01 Writing against the Curriculum responds to the popularity of Writing Across the Curriculum WAC and similar programs in U S higher education Essays by administrators faculty and librarians teaching introductory and advanced writing classes argue that such classrooms make excellent spaces to question disciplinarity through the study of rhetoric critical thinking and curricular flexibility This intervention in composition and cultural studies discourses enables the activist enactment of cultural studies theory and addresses the theoretical implications of composition practices Tutorial Ideas for Educators on The Run Michele Jarldorn,

**Engaging Ideas** John C. Bean, 2011-07-20 Learn to design interest provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry exploration discussion and debate with Engaging Ideas a practical nuts and bolts guide for teachers from any discipline Integrating critical thinking with writing across the curriculum approaches the book shows how teachers from any discipline can incorporate these activities into their courses This edition features new material dealing with genre and discourse community theory quantitative scientific literacy blended and online learning and other current issues **Developing Trauma-Informed Teachers** Ofelia Schepers, Megan

Brennan, Philip E. Bernhardt, 2022-07-01 Trauma is a public health crisis High rates of trauma exposure among youth and the impact that experiences of trauma can have on students psychosocial and academic outcomes are well established These traumatic events do not live outside of the scope of schools and teaching As children and teachers develop communities within their classrooms and schools trauma comes with those who have experienced it whether invited or not Bien Motta 2012 These experiences capture many facets of students lives including traumatic events however many teachers indicate that they feel unprepared to address students who have experienced trauma in meaningful and sustainable ways Carangi et al 2015 In response many schools and districts have adopted trauma informed practices Overstreet Chafouleas 2016 This text addresses the gap in the literature in embedding trauma informed practices into pre service teacher education This text provides examples of the various ways educator preparation faculty are developing and implementing trauma informed practices across their programs instituting broader curricular shifts to incorporate trauma informed practices shifting pedagogical practices to include trauma informed practices and collaborating across disciplines in order to ensure that teacher candidates are thoughtfully prepared to address students needs and create classroom environments that are equitable safe and sustainable for students and teachers *Innovations in Rehabilitation Sciences Education* Patricia Solomon, Sue Baptiste, 2005-11-10 We are most fortunate to be housed in an institution that embraces risk taking and innovation in education Part of the joy of working at McMaster University is the sense that you will be supported in your efforts to develop new ways of facilitating learning even if these are not always successful We are privileged to work with a group of exceptional colleagues who embrace novation and strive for ongoing excellence in education Their commitment and thusiasm emerges through the reading of the chapters Patricia Solomon Sue Baptiste Hamilton Ontario December 2004 Contents VII Contents Chapter 1 Skills for the Rehabilitation Professional of the Future Patricia Solomon Sue Baptiste New Skills for the Changing Practice Context 2 Self directed and Lifelong Learning Skills 3 Evidence based Practice Skills 4 Consultation Skills 5 Communication Skills 5 Professionalism and Ethical Decision Making 6 Barriers to Implementing Innovative Curricula 7 Conclusion 8 References 9 Chapter 2 Curriculum Development and Design Sue Baptiste Patricia Solomon The Pedagogical Framework Problem based Learning 12 Approaching the Task of Curriculum Renewal 13 Where to Begin 14 Designing Our New Programs 16 Redevelopment Within a Problem based Learning Culture 18 Integration of Experiential Practice Preparation Within a Problem based Learning Framework 18 Evaluation Within a Graduate Problem based Learning Framework 19 Conclusion 20 References 22 VIII Contents Chapter 3 Strategies for Integrating Basic Sciences in Curriculum Hallie Groves Basic Sciences in an Integrated Curriculum What to Learn 24 Strategies for Integrating Basic Sciences into Innovative Curricula 25 Selecting Learning Resources **Handbook of Research on Teacher Education in the Digital Age** Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must

be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools

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