

# Reflective Essay

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*BIOL 3095 Scientific Literature  
Paola G. Caballero Ledn*

Education is the most essential component needed in order to be successful. Having previous knowledge helps people manage even day to day activities and situations. Although not everyone experiences life in the same way, each and every one of us has some basic previous knowledge that serves as a “survival kit”. This “survival kit” possesses some ideas that will help someone manage a situation for the first time. These ideas may have been acquired from previous life experiences, storylines in movies and other people’s anecdotes. Education serves as the source of many more ideas that can help complete that “survival kit”. In order to become a true scientist, our “survival kit” full of previous knowledge should incorporate skills and techniques that will allow us to be successful scientists in the near future.

During the fall semester 2013-2014, I have taken the Scientific Literature course (BIOL 3095). Continuing with the analogy of the “survival kit”; this course provides the knowledge required to approach scientific literature. It is important to know how to read and understand scientific papers because they provide with a lot of primary information about topics that books and websites summarize. These articles tend to be more complex because of the specificity of each published study. Reading scientific papers is no easy task. Most of the time, it is necessary to have a computer nearby that could provide with Internet access. The reason for this is that, while reading the articles, many scientific terms and techniques come up that we have no idea what they could mean or refer to. In this situation, the summary nature of the Internet is a very useful tool to understand the primary information being described and presented in a scientific article. This course taught me there is a lot of information going on around us and it is our duty to scan through that sea of information and distinguish the most valuable information for our knowledge of a topic.

Once I learned how to read and understand scientific articles I was required to create a review paper about any topic of my choosing. The process was done by stages. Since one of my main interests is Endocrinology, I searched for articles or news within this field. Endocrinology led me to the Endocrinology of Aging. While searching more of this topic I found a scientific article about a study that linked a protein (SIRT1) to longevity. As I kept reading more articles, I realized this topic was the source of an intense debate. I chose the topic of SIRT1 as the key to longevity for my review paper with the objective of providing with enough information to settle the debate. The next stage in the process was to create an annotated bibliography with three primary articles as references. The annotated bibliography helped me take each article and retrieve only the most important and essential information for my review paper. Each annotation includes a brief summary of the article, an analysis of the findings and a statement of how that article impacts the review paper.

The last stage of this process was the creation of the review paper. The review paper is the final work because it is a display of all that we have learned in this course. It shows how

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**Susan M. Brookhart**



### **Portfolio Reflection Essay Example:**

**Reconstructing Response to Student Writing** Dan Melzer, 2023-08-07 In *Reconstructing Response to Student Writing* Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades *Reconstructing Response to Student Writing* especially when taken together with Melzer's previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

**Portfolio Assessment for the Teaching and Learning of Writing** Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations

**Engaging Ideas** John C. Bean, Dan Melzer, 2021-06-09 Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of *Engaging Ideas* delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your course's subject matter You'll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum

designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education

**The Learning Portfolio** John Zubizarreta, 2009-12-22 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 *The*

*Teaching Portfolio* Russell Edgerton, Pat Hutchings, Kathleen Quinlan, 2023-07-03 This valuable work suggests one model in which faculty assemble a collection of carefully selected work samples accompanied by reflective commentary about them Covers the what why and how of teaching portfolios with pointers for getting started and a sampling of current campus practices Includes reproductions of eight actual portfolio entries The companion volume to Campus Use of the Teaching Portfolio

Electronic Portfolios 2.0 Darren Cambridge, Kathleen Blake Yancey, Barbara Cambridge, 2023-07-03 Higher education institutions of all kinds across the United States and around the world have rapidly expanded the use of electronic portfolios in a broad range of applications including general education the major personal planning freshman learning communities advising assessing and career planning Widespread use creates an urgent need to evaluate the implementation and impact of eportfolios Using qualitative and quantitative methods the contributors to this book all of whom have been engaged with the Inter National Coalition for Electronic Portfolio Research have undertaken research on how eportfolios influence learning and the learning environment for students faculty members and institutions This book features emergent results of studies from 20 institutions that have examined effects on student reflection integrative learning establishing identity organizational learning and designs for learning supported by technology It also describes how institutions have responded to multiple challenges in eportfolio development from engaging faculty to going to scale These studies exemplify how eportfolios can spark disciplinary identity increase retention address accountability improve writing and contribute to accreditation The chapters demonstrate the applications of eportfolios at community colleges small private colleges comprehensive universities research universities and a state system

Professional Development for Language Teachers

Jack C. Richards, Thomas S. C. Farrell, 2005-04-04 This much needed text provides a coherent and strategic approach to teacher development Teacher Development for Language Teachers examines ten different approaches for facilitating professional development in language teaching self monitoring support groups journal writing classroom observation teaching portfolios analysis of critical incidents case analysis peer coaching team teaching and action research The introductory chapter provides a conceptual framework All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context

*Facilitating Reflective Learning in Higher Education* Anne

Brockbank, Ian McGill, 2007-05-16 Praise for the previous edition This is a passionate and practical book Teaching in Higher Education This book offers valuable insights into a process for becoming a reflective learner and for developing students into reflective learners as well Studies in Higher Education This significantly revised edition includes the most current thinking on reflective learning as well as stories from academics and students that bring to life the practical impact of reflection in action Based on sound theoretical concepts the authors offer a range of solutions for different teaching situations taking into account factors such as group size physical space and technology They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years Based on rigorous theories Facilitating Reflective Learning in Higher Education offers new insights for university and college teachers seeking to enhance or diversify their practices and allows them to effectively facilitate their students reflective learning

**Beyond the Frontier, Volume III** Jill Dahlman, Tammy Winner, 2021-01-07 In these quickly changing times this volume re imagines the classroom after COVID 19 No one could have fathomed the multiple ways education would change when the country first entered into the pandemic in March 2020 In this regard this volume offers pedagogy that will create teaching opportunities in both virtual and physical classrooms Ideas are meant to be shared and evolve into methods that work for both teachers and pupils

*Profiles and Portfolios of Evidence* Ruth Pearce, 2003 This series provides readers with a real grounding for Foundation studies across healthcare disciplines The text demonstrates how theory has a practical application as well as testing student s knowledge

*ePortfolio Performance Support Systems* Katherine V. Wills, Rich Rice, 2013-07-16 ePortfolio Performance Support Systems Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios

**E-Portfolios and Global Diffusion: Solutions for Collaborative Education** Cambridge, Darren, 2012-02-29 As information is increasingly gathered online the issues surrounding the usefulness organization and interaction with electronic collection have grown in number and scope E Portfolios and Global Diffusion Solutions for Collaborative Education addresses the emerging requirements concerns and applications for e portfolios Through innovative chapters on real world business uses educational experiences ideal design this book fills an important gap in current literature concerning Web 2 0 applications The theoretical debate surrounding e portfolios is also presented along with international viewpoints providing an important contribution to the global discussion of representing knowledge in the 21st century

**Forum** , 1993

**Inquiry Learning in the Gifted Classroom** Todd Stanley, 2022-09-28 Inquiry Learning in the Gifted Classroom takes readers step by step through the process of integrating managing and assessing problem based learning PrBL PrBL challenges students to think about problems in a logical manner providing a structure for problem solving that can be used in any situation Chapters begin with learning objectives and conclude with an activity designed to help readers master PrBL Detailed timely examples serve as guides that teachers can look to as they outline their own

curriculum as well as helpful graphic organizers to aid in student assessment Built to foster lifelong learners this book helps students experience firsthand how and what they learn in the classroom manifests and becomes relevant in their own lives After all it s a problem based world out there

**New Directions in Portfolio Assessment** Donald A. Daiker,Laurel Black,1994 Representing a range of approaches and voices this text explores the tensions and ambiguities of portfolio assessment While some of its essays problematize portfolio use at the classroom level others move beyond the classroom to construct new research agendas in writing assessment

**Eportfolios for Lifelong Learning and Assessment** Darren Cambridge,2010-10-07 This book clearly articulates the foundations of an educational vision that is distinctively supported by eportfolio use drawing on work in philosophy sociology higher and adult education and elearning research It is academically rigorous and accessible not only to scholars in a range of disciplines who might study or use eportfolios It surveys the state of the art of international eportfolio practice and suggests future directions for higher educational institutions in terms of curriculum assessment and technology This resource is written for scholars support staff instructional technologists academic administrators and policy makers

*Reform of Teacher Education in the Asia-Pacific in the New Millennium* Y.C. Cheng,King Wai Chow,Magdalena Mo Ching Mok,2007-09-29 In facing the challenges of rapid globalization IT intensification international competition and local demands for developments educators scholars and leaders in the Asia Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation With a total of 14 chapters prepared by 18 scholars from nine educational systems Australia Canada China Hong Kong India Japan Korea Malaysia and United States in the Asia Pacific region the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular Most chapters directly or indirectly address the latest issues of teacher education and development at operational site and macro levels from a national or regional perspective This volume is of interest to teachers teacher educators researchers policymakers and other stakeholders in all developed and developing countries

Demystifying Critical Reflection Namala Tilakaratna,Eszter Szenes,2024-01-24 Drawing on Legitimation Code Theory LCT this volume reveals the knowledge practices and language of critical reflection in a range of different subjects making clear how it can be taught and learned Critical thinking is widely held to be a key attribute required for successfully living learning and earning in modern societies Universities now list critical thinking as a key graduate quality and use critical reflection as a way of teaching students how to become reflective and ethical professionals Yet what critical reflection actually involves remains vague in research teaching practice and assessment Studies draw on LCT a fast growing framework for revealing the knowledge practices that enable educational success and the individual chapters focus on a diverse range of contexts across the disciplinary map including education

science arts sociology and nursing The book further connects research and practice by presenting in depth analyses of critical reflection and providing practical insights into how LCT can be used to design pedagogic interventions The book offers a rich resource for both scholars and teachers who want to demystify critical reflection and prepare university students for the modern workplace

**Writing Portfolios in the Classroom** Robert C. Calfee, Pamela Perfumo, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company

**Classroom Assessment Essentials** Susan M. Brookhart, 2023-11-01 The only assessment book K 12 teachers need to monitor and maximize student learning Classroom assessment is a vital part of teaching It helps make student learning or a lack thereof visible so that teachers can adjust teaching practices and better support learners But designing and implementing reliable assessments is a complex process In this comprehensive book by assessment expert Susan M Brookhart you will learn the foundational concepts and practical skills necessary to be successful with classroom assessment Organized into 21 essentials the book addresses everything from using pre assessment before starting new lessons to communicating with parents about their child s academic growth Along the way you will discover how to Create clear learning targets and success criteria based on standards Provide meaningful feedback to students about progress toward goals Involve students in the regulation of their own learning Use homework to check for understanding Decide on instructional follow up based on formative assessment data Make accommodations for students with IEPs and support equity and fairness Design performance tasks for individuals and groups Craft rubrics and design classroom tests With strategies that support high quality assessment tips and troubleshooting advice and examples across subject areas and grade levels Classroom Assessment Essentials will help you make effective assessment a cornerstone of your classroom

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