

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.

❖ Balanced Assessment System.

Balanced Assessment System (B.A.S.) refers to the strategy of using formative and summative assessment and the benchmarks to know if students are or not learning and improving. It is really useful to address immediate students' needs, informs ongoing instructional adjustments, and guides long-term educational improvement. B.A.S. focuses on both strengths and weaknesses and, because of that, a variety of assessment types are carried out to fit each student we have in the class.

❖ Formative and summative assessment in B.A.S.

In order to get the best formative and summative assessment in B.A.S. it is important to take into account some steps, they are as follows:

1. Think about the students' needs and interests.
2. Design the instruction.
3. Let students know the learning target.
4. Give feedback to the students.
5. Guide and take care of the students' progress.
6. Reflect on their progress and make them do it.

On the other hand, it is also relevant to determine the level of the students achievement after having studied a topic, or after the term, etc.

❖ The Seven Strategies (7S).

1. **Provide students with a clear and understandable vision of the learning target.** Let them know what they are learning and why they are doing it. It is important to use a clear language that should be

Reflective Journal Entry Example

**Joseph H. Howell, Stephen W.
Dunnivant**

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Reflective Writing for Nursing, Health and Social Work Elizabeth Tanguay, Peter Hanratty, Ben Martin, 2025-07-10
Fully revised and updated the second edition of this popular book provides a complete guide to reflective writing in nursing health and social work. Straight forward and simply written chapters take the reader through the process of completing an assignment. *Developing Reflective Practice* Natus Oelofsen, 2012-04-15 An essential toolkit that helps students, qualified nurses and other healthcare professionals to become confident reflective practitioners. Developing Reflective Practice is suitable for students and practitioners in a variety of fields including nursing, psychology, social work, therapeutic child care and education. The book offers a simple three stage reflective cycle that will enable students and practitioners to incorporate reflective practice into their workplace and to help them feel confident and competent when confronted with complex and emotionally demanding situations in their practice. Introduces reflective practice and provides a range of reflective methods and techniques. Invites readers to acquire and develop skills by working through practical reflective activities. Illustrates concepts and techniques with extended worked examples. Encourages structured reflection with journal exercises. Provides practical advice on team working, case supervision and recognising and avoiding stress and burnout. Students and qualified practitioners will benefit from reading this book and working through the reflective exercises that accompany the text. From Reviews: In this book the clinical psychologist Natus Oelofsen describes the processes of learning and the three step reflective cycle, explaining how keeping a reflective journal offers insights into self and behaviour and using critical analysis to reflect on even ordinary everyday incidents. He shows how the insights of understanding help our interactions with patients and colleagues. Reflection helps us work together, offer support and see where we are able to fit in as team members. The chapter 'All for one and one for all: building supportive teams' is particularly illuminating. There is so much in this book, including getting the most from supervision, ethical issues and dealing with work based stress as well as exercises, activities and case examples. Nursing Standard Vol 26 No 48 August 2012. Developing Reflective Practice is a thorough and concise book, enabling students, qualified nurses and any other health professional to become confident reflective practitioners within their own field. A well written and educational tool, particularly for a nursing student and even a social work student. Nursing Times 11 October 2012. **Developing Reflective TESOL Practitioners Through Teacher Education** Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages (TESOL) and English Language Teaching (ELT) teacher education programmes. There is increasing recognition worldwide that given the centrality of reflective practice to teachers' ongoing professional development, supporting teachers to become reflective practitioners should be integral to teacher education programmes. Consequently, tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice, supported by theoretical input from the burgeoning literature on reflection, much of which is produced in

the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses

The Neuroscience of Learning and Development Marilee J. Bresciani Ludvik,2023-07-03 Is higher education preparing our students for a world that is increasingly complex and volatile and in which they will have to contend with uncertainty and ambiguity Are we addressing the concerns of employers who complain that graduates do not possess the creative critical thinking and communication skills needed in the workplace This book harnesses what we have learned from innovations in teaching from neuroscience experiential learning and studies on mindfulness and personal development to transform how we deliver and create new knowledge and indeed transform our students developing their capacities for adaptive boundary spanning Starting from the premise that our current linear course based educational practices are frequently at odds with how our neurological system facilitates learning and personal development the authors set out an alternative model that emphasizes a holistic approach to education that integrates mindful inquiry practice with self authorship and the regulation of emotion as the cornerstones of learning while demonstrating how these align with the latest discoveries in neuroscience The book closes by offering practical ideas for implementation showing how simple refinements in classroom and out of classroom experiences can create foundations for students to develop key skills that will enhance adaptive problem solving creativity overall wellbeing innovation resilience compassion and ultimately world peace Co published with ACPA College Student Educators International

Socratic Circles Matt Copeland,2005 The benefits and importance of Socratic seminars are widely recognized but little has been written on how to make them happen successfully in the classroom In *Socratic Circles Fostering Critical and Creative Thinking in Middle and High School* author Matt Copeland provides real world examples and straightforward answers to frequent questions He creates a coaching guide for both the teacher new to Socratic seminars and the experienced teacher seeking to optimize the benefits of this powerful strategy Socratic Circles also shows teachers who are familiar with literature circles the many ways in which these two practices complement and extend each other Effectively implemented Socratic seminars enhance reading comprehension listening and speaking skills and build better classroom community and conflict resolution skills By giving students ownership over the classroom discussion around texts

they become more independent and motivated learners Ultimately because there is a direct relationship between the level of participation and the richness of the experience Socratic seminars teach students to take responsibility for the quality of their own learning Filled with examples to help readers visualize the application of these concepts in practice Socratic Circles includes transcripts of student dialogue and work samples of preparation and follow up activities The helpful appendices offer ready to copy handouts and examples and suggested selections of text that connect to major literary works As our classrooms and our schools grow increasingly focused on meeting high standards and differentiating instruction for a wide variety of student needs and learning styles Socratic seminars offer an essential classroom tool for meeting these goals Socratic Circles is a complete and practical guide to Socratic seminars for the busy classroom teacher **Technology for Teachers** Joseph H. Howell, Stephen W. Dunnivant, 2000

Journal of Social Studies Research, 2002 **EBOOK** *The Early Childhood Educator for Diploma* Lorraine Walker, 2022-05-30

Updated for the new CHC50121 qualification this new resource offers complete coverage of the 12 core units plus three of the most popular electives Content is user friendly and engaging with language appropriate for VET students Holistic case studies present practical applications of the chapter content helping students to apply chapter teachings to real word scenarios

Student Guide to Accompany Educational Research L. R. Gay, Peter W. Airasian, 2000

Cooperative Work Groups Scott M. Mandel, 2003-06-18

Prepare your students for the modern day workplace by implementing cooperative work groups in the classroom In today s political climate where the value and success of the educational process is directly linked to publishable test scores cooperative learning experiences have been either de emphasized or ignored This has created a learning environment diametrically opposite to the requirements of the real work world leaving our students unprepared for the future challenges they will face Mandel outlines how educators can design meaningful learning experiences that will address standards and utilize modern day cooperative learning brain research and the Internet to effectively develop a student s ability to thrive in the twenty first century s workforce Key features include Benefits of cooperative work groups and how students accomplish tasks in groups Application of brain research in the classroom to maximize learning Integration of technology into the curriculum even when computer accessibility is extremely limited Classroom tested ready to use unit plans Modification strategies for learning disabled and English Language Learners Reproducible forms Multiple Intelligence assessments group and individual assessment strategies and grading rubrics Numerous references and Web resources for further support including the author s weekly updated Web site The cooperative learning techniques put forth in Cooperative Work Groups are designed to emphasize the students best learning styles and integrate the newest technology into their work ensuring their success as individuals working together in groups on long term projects in today s work society **Educational Research** L. R. Gay, 1996 With its goal of helping students become competent as both consumers and producers of educational research this text presents all the skills and procedures needed with a strong emphasis on evaluation of student performance The text

offers comprehensive instruction that encompasses the full spectrum of the field Evaluation criteria are presented for each major research task included problem definition research planning sampling instrumentation methodology data analysis and research reporting

Examining Central Issues in Literacy Research, Theory, and Practice Donald J. Leu, Charles K.

Kinzer, 1993

Observation and Participation in Early Childhood Settings Jean Billman, Janice A. Sherman, 2003

This text was written to give students experience in using effective methods for observing young children's development ages 0-8 and documenting their observations. Designed to guide students' participation with children of different age groups in a variety of early childhood settings, the text encourages students to interact with children as they learn more about development by carrying out the activities outlined in each chapter. This text models the educational approaches that professionals advocate for early childhood classrooms: observational learning, active learning, guided discovery, choice, mini-lessons, and cooperative learning. These approaches are incorporated into this text through concise overviews and numerous activities related to early childhood development and education.

Journal of Physical Education, Recreation & Dance, 2003

An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010-03-09

This easy-to-use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners. It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose. While the authors are specialists in English and social studies, this resource is appropriate for aspiring middle and high school teachers of any subject. With a personal voice that will appeal to readers, this book links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers (CCSSO). Illustrates how teachers can be reflective about rather than reactive to standards. Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching. Contains numerous reflective vignettes by practicing teachers.

Curriculum Trends Valerie J. Janesick, 2003-09-05

Janesick, educational leadership and policy studies, U of South Florida, Tampa, presents key curriculum trends.

traditionalist, reconceptualist, and postmodern perspectives on these trends and associated organizations and resources.

Appendices include a glossary of relevant terms, reflections on curriculum as different types of text (e.g., aesthetic, spiritual, racial), and samples of reflective journal writing.

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The IB Career-related Programme (CP) core Paige Freeborn, Marjorie Vautrin, Susan Stewart, Rebecca Austin, Pickard, Lola Robledo, Becky Duffy, Angie Nastovska, 2026-01-05

Navigate the CP core with confidence with the only coursebook that covers all four of the interrelated components for the IB Career-related programme and is co-published with the International Baccalaureate. Supports students at every stage of their CP learning journey. The coursebook covers each component: Community engagement, CE, Language and cultural studies, LCS, Personal and professional skills, PPS, and the

Reflective project RP Encourage students to develop skills through practical student engagement activities and reflect on their learning through Reflection and Reflexivity activities Created by an expert team of IB CP specialists and educators this coursebook helps students to develop enduring personal academic and professional knowledge skills and attitudes

Teaching & Learning Through Multiple Intelligences Linda Campbell,Bruce Campbell,Dee Dickinson,1999 This outstanding resource offers an accurate reflection of Gardner's Theory of Multiple Intelligences and the knowledge to extend this theory to effective classroom practice Broad based and comprehensive this book describes implications for pedagogy team teaching student strengths curriculum assessment community involvement and diverse classroom models The authors devote one chapter to each of the eight intelligences They define intelligence provide a checklist for identifying it suggest environmental considerations and offer related teaching strategies Additional chapters survey Gardner's recent work on teaching for understanding performance based assessment and model MI school programs and student outcomes Helping Children Learn to Read Lyndon W. Searfoss,John E. Readence,1989 *RELC Journal* ,1998

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