

Final Reflection Paper

This course has provided a very comfortable atmosphere that promoted an interactive discussion among students including myself. Sharing thoughts about environmental issues with my group members and classmates during the discussions was helpful in broadening my views and knowledge of environment. Beyond having discussions about the lecture materials, we, as a group, got an opportunity to discuss about environment related articles found by group members. The discussions about four different articles from four group members not only updated me with current environmental issues but also helped me expand the lecture materials on real life events.

There have been many changes in my previously superficial perspective on the environment. Before taking the class, it seemed that the environmental studies were primarily related to science, especially ecology, and understanding how our current environment comes to exist would only require scientific aspects of nature. However, after reading environment-related paper and articles over the course, I realized that environmental studies involve a number of various areas of study in order to be thoroughly examined. It did not take too long to find that economy was most obviously and deeply concerned with the causes and solutions for environmental problems. Although I had a rough idea about what kind of material would be covered in environmental studies lectures, it came to a great surprise when soil science was mentioned as one of important subjects to study. Unlike global warming, air and water pollution, and deforestation, land resource as itself sounded relatively less important for me who came from a city where most of the ground is covered with cement rather than soil and grass. Learning about a significant impact of land transformation on Earth, I now consider land resource as one of fundamentals supporting the entire ecosystem. Of the environmental topics studied over this course, agricultural sustainability, alternative energy resources, and water resources are the topics that I have gained the most insights, which allowed me to move one step further away from the superficial knowledge of the environmental issues.

Agricultural sustainability was an unfamiliar concept about which I felt most enthusiastic to learn. Knowing how much human life benefits from food crops, I have always thought that agricultural practices were also beneficial to ecosystem. Therefore, I was surprised to learn that agricultural practices impose negative influences on the environment, and the environmental costs of it are great. According to an article by Tilman et al (2002), the costs include loss of forest and recreational land, degraded soil quality, eutrophication of aquatic environment, the accumulation of agricultural pollutants, all of which lead to loss of biodiversity. Loss of biodiversity again contributes to the reduction in ecosystem services that are available to humans otherwise. In order to sustain world population growth, crop productivity has to increase. However, people should find ways to reduce environmental impact while intensively practicing agricultural to pursue sustainable agriculture. Although the solutions

What Is A Reflective Paper

Richard C. Raymond



What Is A Reflective Paper:

Reflective Practice, Third Edition Sara Horton-Deutsch, Gwen Sherwood, 2023-10-31 The third edition of Reflective Practice depicts the concept of reimagining in such a brilliant way and is a must have resource for nurses Portia Janine Jordan PhD MBA MCUR RN FANSA Professor Department of Nursing and Midwifery Faculty of Medicine and Health Sciences Stellenbosch University This incredible edition of a professional masterpiece pulls together global leaders creative thinkers entrepreneurs educators and practitioners to support and guide us as healthcare professionals A joy to read and a must read for all professionals who are reflexive Thomas Kearns EdD MEd BNS RGN RPN RNT FAAN FFMRC SI Past Executive Director Dean Faculty of Nursing and Midwifery RCSI University of Medicine and Health Sciences Dublin Co Director Global Innovation and Leadership Academy Faculty of Nursing and Midwifery RCSI In this outstanding book Sara Horton Deutsch and Gwen Sherwood provide an invaluable resource for nurse educators and their students Reflective Practice Reimagining Ourselves Reimagining Nursing takes a complex topic and makes it accessible for learners across all levels This should be required reading in all nursing programs Pamela R Jeffries PhD RN FAAN ANEF FSSH Dean of Nursing Valere Potter Professor of Nursing Vanderbilt School of Nursing A nurse s work is multifaceted medically complex technically precise and physically demanding But nursing the act of caring is also social emotional impactful and personal Because nursing education programs prioritize the importance of the technical and physical aspects of nursing that is what they teach This leaves practicing nurses poorly equipped to understand the science of caring and unprepared for the constant stream of emotional and psychological stressors that come with this profoundly important work The unintended consequences of this omission include burnout toxic work environments and exodus from the profession In this highly anticipated and particularly timely third edition of Reflective Practice authors Sara Horton Deutsch and Gwen Sherwood invite readers to reflect recalibrate reimagine rethink and reframe the work of nursing care and their various roles and relationships within it This book focuses first on the individual then practice settings and finally systems and communities while providing supporting theoretical frameworks practical applications and opportunities for personal and shared reflection along the way Reflective Practice guides nurses to emotional and psychological fulfillment in all aspects of care

Twenty-One Genres and How to Write Them Brock Dethier, 2013-04-15 In this classroom tested approach to writing Brock Dethier teaches readers how to analyze and write twenty one genres that students are likely to encounter in college and beyond This practical student friendly task oriented text confidently guides writers through step by step processes reducing the anxiety commonly associated with writing tasks In the first section Dethier efficiently presents each genre providing models a description of the genres purpose context and discourse and suggestions for writing activities or moves that writers can use to get words on the page and accomplish their writing tasks The second section explains these moves over two hundred of them in chapters ranging from Solve Your Process Problems and Discover to Revise and Present Applicable to any writing task or genre these

moves help students overcome writing blocks and develop a piece of writing from the first glimmers of an idea to its presentation This approach to managing the complexity and challenge of writing in college strives to be useful flexible eclectic and brief a valuable resource for students learning to negotiate unfamiliar writing situations

The Reflective Educator's Guide to Classroom Research Nancy Fichtman Dana, Diane Yendol-Hoppey, 2014-04-28 Harness the power of classroom data with the bestselling updated guide to professional learning through inquiry and analysis In this third edition of the renowned approach to teacher inquiry and data analysis the authors add forward thinking substance to their methods of formulating action research questions collecting and analyzing data and creating lasting solutions In addition to illustrative real life examples and practical exercises new features include An expanded data analysis chapter that introduces formative data analysis and its role in teacher research Techniques for using inquiry to effectively implement Common Core State Standards A brand new chapter on ethical issues in teacher research

The Reflective Practice Guide Barbara Bassot, 2015-10-23 The Reflective Practice Guide supports all students for whom the process of reflecting on developing knowledge and skills is crucial to successful professional practice It offers an accessible introduction to a wide range of theories and models that can help you engage more effectively in critical reflection Illustrated throughout with examples and case studies drawn from a range of interdisciplinary professional contexts The Reflective Practice Guide offers models of practice that can be applied in a variety of settings Reflective questions in each chapter help you apply ideas to your own professional context Drawing on literature from a range of disciplines key aspects of reflection explored include Becoming more self aware The role of writing in reflection Learning from experience Learning from positives and negatives Emotions and processing feelings Bringing assumptions to the surface Learning from feedback Reflecting in groups Managing change The Reflective Practice Guide is an essential source of support guidance and inspiration for all students on education nursing social work and counselling courses who want to think about practice at a deeper level question approaches challenge assumptions and gain greater self awareness

A Rhetoric of Reflection Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the

identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse **Managers Not MBAs** Henry Mintzberg, 2005-06-02 Mintzberg explains in detail how to cultivate balanced dedicated managers who practice a style that can be called engaging and how they can transform the business world and ultimately society *Critical Thinking and Writing in Nursing* Bob Price, 2024-02-02 Critical thinking and writing is central to effective nursing practice Written specifically for nursing students this book offers practical guidance on what it means to think critically as a nurse and how to apply this to study and practice From critically reviewing literature for assessments to evaluating evidence to support decision making in practice the book provides a unique framework for developing essential critical skills Key features Each chapter is mapped to the 2018 NMC standards Includes new guidance on developing resilience reflective essays and practice templates and portfolios Filled with activities and student case studies demonstrating how to apply critical thinking and reflection in practice Innovative approach that introduces the different levels of critical thinking and reflection required of degree level study Reflective Practice in English Language Teaching Steve Mann, Steve Walsh, 2017-06-27 Offering a unique data led evidence based approach to reflective practice in English language teaching this book brings together theory research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts Readers learn how to do and to research reflective practice in their own settings Through the use of data dialogue and appropriate tools the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self development *Tell Me a Story* Anthony Tate Fulton, Christopher B. Field, Michael MacBride, 2017-09-25 Stories have great power This book attempts to harness that power to help students grow and develop as writers It argues that stories and narratives can be utilized in the composition classroom specifically first year composition FYC to break down barriers Throughout a given semester stories and narratives can help students in composition courses to overcome academic personal and creative barriers establishing a space for developing as writers and thinkers Providing theoretical approaches practical methods and implications for using stories in FYC this book explores the versatility of stories as teaching tools Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources, 2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments

Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is currently being implemented in all aspects of education

Innovation and change in English language education Ken Hyland, Lillian L C Wong, 2013-06-19 Questions about what to teach and how best to teach it are what drive professional practice in the English language classroom Innovation and change in English language education addresses these key questions so that teachers are able to understand and manage change to organise teaching and learning more effectively The book provides an accessible introduction to current theory and research in innovation and change in ELT and shows how these understandings have been applied to the practical concerns of the curriculum and the classroom In specially commissioned chapters written by experts in the field the volume sets out the key issues in innovation and change and shows how these relate to actual practice offers a guide to innovation and change in key areas grounded in research relates theory to practice through the use of illustrative case studies and examples brings together the very best scholarship in TESOL and language education from around the world This book will be of interest to upper undergraduate and graduate students in applied linguistics language education and TESOL as well as pre service and in service teachers teacher educators researchers and administrators keen to create and manage teaching and learning more effectively

Reflective Practice for Teachers Maura Sellars, 2013-12-16 The text provides powerful opportunities to challenge thinking and to encourage trainee teachers to articulate and justify their beliefs about the purposes of education the nature of learning and the impact this has on their own developing practice in the classroom Marnie Seymour Senior Lecturer in Primary Education University of Winchester Through a variety of stimulus questions and a focus on what does this mean for you this book encourages pre service teachers to develop habits of reflection that will guide their achievement of an authentic teacher identity Linley Cornish Associate Professor School of Education University of New England Australia An essential aspect of teaching is being able to reflect on your own practice and analyse your professional actions and use this process to develop as a successful

teacher Reflective Practice for Teachers explores a range of key issues that you will need to engage with during your teacher preparation and early career in the classroom in order to deepen your understanding of teaching practice Coverage includes What does this mean for you boxes in every chapter that directly relate educational theory to the classroom The changing nature of teaching and the role of the teacher and the importance of making personal evidence based decisions How contemporary issues such as technology global perspectives and the importance of pedagogical practices can support effective teaching Guidance on how to reflect on the richness of diversity in classrooms and the tensions and challenges that may result from differences This is essential reading for teacher education students on university based and school based courses preparing to teach in primary and secondary education and early career teachers seeking to continue their professional learning Maura Sellars is a lecturer in Education at The University of Newcastle Australia

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 courses 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

From the Margins to the Mainstream Kenneth Cushner, Joanne Dowdy, 2014-02-27 Understanding and addressing social justice concerns has become a central focus in an increasing number of schools as well as teacher education programs The activities in this book are grounded in the recognition that personal experience and engagement is essential for meaningful intercultural learning and social justice awareness to occur The authors of these activities themselves teachers and teacher educators representing a wide range of disciplines share their favorite and most engaging strategies they have found to be effective at helping students acquire a level of comfort and insight in what can oftentimes be contentious challenging and sensitive issues These hands on activities actively engage preservice and practicing teachers in

real life and simulated experiences raising awareness and providing a foundation for introspection reflection and discussion around these critically important issues in the safety of the classroom setting Improving Teacher Quality John Henning, Frank Kohler, Victoria Robinson, Barry Wilson, 2010-02-16 The teacher work sample TWS has become increasingly widely adopted as an end of program performance based assessment for student teachers Improving Teacher Quality offers a comprehensive introduction to teacher work sample methodology for teacher educators student teachers student teacher supervisors cooperating teachers program coordinators and school administrators This well organized and clearly written guide shows how implementation of the TWS can catalyze a series of widespread changes in assessment teaching and program improvement The authors use their extensive experience to describe how to implement the TWS in a carefully sequenced progression that includes creating a valid and reliable system of scoring teaching reflective thinking skills making program improvements and conducting research with TWS data Helpful suggestions are provided throughout for those interested in adopting the TWS as a performance based assessment in their teacher education program those interested in how the TWS can provide evidence of minimal competency and those interested in how the TWS can provide data for making program improvements *Readings in Writing Courses* Richard C. Raymond, 2010-12-01 As the title suggests this six chapter book responds to a question which in Western culture goes back to Plato Aristotle Cicero and Quintilian namely What should rhetoric teachers ask their students to read Primarily historical the first two chapters trace conflicting answers to the question above focusing on two constructive results of the debate the re invention of rhetoric and writing as a discipline a coherent and growing body of knowledge and as a result the emergence of independent departments of writing free from departments of English free therefore to develop their own curriculum and to manage their own budgets Additionally the second chapter examines two destructive consequences of this debate the ban of literature from writing courses where students might profitably study both and as a result the often painful departmental splits which not only separate former colleagues but also cramp the pedagogy of those trained to teach both writing and literature More than a survey of key publications this chapter encourages readers to honor the discipline of rhetoric but to make a place for literature on their composition syllabi The next four chapters provide pedagogical support for these chief claims that literature can and should be taught in writing courses and that such readings need not distract students from the primary text their own writing On the contrary these readings motivate serious writing when students feel invited into a conversation on issues that touch their lives These pedagogical chapters then move entering professionals from the theoretical debate to the application of theory therefore the book would serve well professors of courses in composition theory particularly those who enjoy teaching the conflicts and preparing their graduate students to design assignments and courses that apply theories of learning reading and composing **Business Design Thinking and Doing** Angèle M. Beausoleil, 2022-01-24 This textbook aims to guide instruct and inspire the next generation of innovation designers managers and leaders Building upon an evidence based

innovation development process it introduces explains and provides visual models and case examples of what Business Design is how it is applied across sectors and organizations and its impact on decision making and value creation Students will read and analyze design led innovation business cases from across the globe discover multi disciplinary strategies from marketing to anthropology and practice applying a designer s toolkit to find frame and solve business problems in contemporary ways Throughout the book students will break down the process of innovation and move from initiation to implementation engage in iterative feedback loops and develop concrete plans for personal and professional collaboration and workplace application For MBA and senior undergraduate students this book offers a step by step and comprehensive reference guide to creative problem framing and solving inside and beyond the classroom It integrates marketing principles and management frameworks with anthropological and design methods reflecting the diverse and in demand skills vital to tomorrow s workforce For instructors this book offers a way to confidently engage learners in the realm of design practices and strategies relevant to business decision making The pedagogical framework along with a comprehensive suite of techniques and templates offers both novice and experienced teachers a step by step reference guide that facilitates skills development in creative problem framing and solving

Discipline-Centered Learning Communities: Creating Connections Among Students, Faculty, and Curricula Kimberly Buch, Kenneth E. Barron, 2012-12-10 Take an in depth look at discipline centered learning communities Using psychology as an example this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program Learning communities are a powerful vehicle for creating and sustaining connections among students faculty and the curriculum but creating one can be a challenge By providing resources practical case studies and theoretical grounding this volume can both inspire and guide faculty staff and administrators in meeting their pedagogical and curricular goals Learn how the five types of learning communities based curricularly residentially in the classroom on the students themselves and even virtually can be used to enhance student engagement and learning Illustrating the versatility of the practice across a wide range of settings student populations and institutional types this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education This is the 132nd volume of this Jossey Bass higher education series New Directions for Teaching and Learning offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

Research and Evidence-based Perspectives in Education Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska, Fiona Shelton, 2025 This edited collection focuses on educational challenges questions and discussions in a range of educational contexts and phases of learning including early years primary secondary and higher education These individual discourses lead to connected conversations where educational challenges are pondered solutions offered and where research findings can extend our insights and understanding to enhance educational

practices The scope of the book is multi faceted and explores a range of practices and research contexts such as sustainable development parent carer engagement cyber bullying social pedagogy professional development educational innovations language learning gender diversity and inclusion The chapters offer an insight into how we can think about and offer solutions to complex educational challenges for sustainable and enhanced pedagogic practice **dear elia** Mimi Khúc,2023-12-11 In dear elia Mimi Kh c revolutionizes how we understand mental health Kh c traces the contemporary Asian American mental health crisis from the university into the maw of the COVID 19 pandemic reenvisioning mental health through a pedagogy of unwellness the recognition that we are all differentially unwell In an intimate series of letters she bears witness to Asian American unwellness up close and invites readers to recognize in it the shapes and sources of their own unwellness Kh c draws linkages between student experience the Asian immigrant family the adjunctification of the university and teaching methods pre and post COVID 19 to illuminate hidden roots of our collective unwellness shared investments in compulsory wellness and meritocracy She reveals the university as a central node and engine of unwellness and argues that we can no longer do Asian American studies without Asian American mental health and vice versa Interspersed throughout the book are reflective activities including original tarot cards that enact the very pedagogy Kh c advances offering readers alternative ways of being that divest from structures of unwellness and open new possibilities for collective care

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