

Teaching is part of a life-long learning process. For effective teaching, teachers must be good learners. This certificate program in college teaching provided me with many opportunities to think about my teaching career. In this section of my teaching ePortfolio, I will answer several questions regarding teaching, ePortfolio, and the certificate program.

What was the most striking or surprising thing you learned about yourself and about teaching as you developed your ePortfolio?

Through the ePortfolio development process, I realized that teaching is one of the most difficult activities I will perform in my life. Knowing or understanding subjects does not necessarily mean I will be able to teach the subjects well. To enhance students' learning, I must create an appropriate learning environment through various teaching strategies and presentation methods. There is no single best solution; I should continuously try new things and improve my teaching skills.

Based on the materials you wrote, what will be your greatest strength as a teacher?

As I discussed in my teaching philosophy statement, I believe in the importance of repeated exposure to a subject. For "repeated exposure," I should prepare well-organized class materials so students can recall previously taught materials easily. My greatest strength as a teacher is my organization skill. I will prepare very organized lesson plans and slides for my classes.

In addition, I always like to explore new subjects – I am very flexible and will change my lesson plans if needed. I will continuously revise my teaching materials. This way, I can provide the most recent, updated information to students.

What will be your greatest challenge as a teacher?

Increasing students' engagement is the greatest challenge as a teacher, especially in the basic lower-level courses. Many students may take such basic introductory courses without strong motivation. As a student, grades are important, of course; however, I want to teach students that applying (or at least recalling) what they learned in their classes, even after college, is much more important than just focusing on class grades.

In addition, balancing between "be strict" and "be flexible" is also a great challenge for me. I want students to follow my policy, such as late work policy. However, I want to be flexible to meet students' needs and interests. Being too strict may damage students' interest and participation in the class, but being too flexible can also hurt students' engagement in the class. I should improve my teaching method to create a good teaching and learning environment.

How did the combination of workshops, experimental learning, assignment development, syllabi construction, and lesson plan creation lead to new understanding about teaching?

The combination of teaching workshops, teaching classes, class material development, and actual teaching provided a great opportunity to enhance my teaching skills. I was able to learn basic teaching principles from teaching classes, apply teaching principles in class material development and actual teaching, and learn new teaching methods and issues from teaching

Reflective Essay What I Learned

Shelley H. Billig, Andrew Furco



Reflective Essay What I Learned:

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.

Essay Writing MunLing Shields, 2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process. MunLing Shields places essay writing within the larger university experience for students. In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication, academic culture and different learning styles and approaches. This book helps students study more independently and learn more meaningfully to write better essays. Offers invaluable insights into the way tutors see essays. Explains why essays are set and how to understand the rationale behind them. Demonstrates how best to approach answering the question. This highly accessible book offers practical in depth guidance on each of the stages of the essay writing process: planning, drafting and editing and relates them to the important sub skills of information gathering, reading academic texts, how to get the most out of lectures, referencing and citations and fluency and appropriateness of style and language. An excellent guide for students new to writing essays at university. David Ellicott, Senior Lecturer in Youth Justice and Youth Studies, Nottingham Trent University. SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills hub for tips, quizzes and videos on study success.

The Learning Portfolio John Zubizarreta, 2009-03-16 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

E-Learning, E-Education, and Online Training Giovanni Vincenti,Alberto Bucciero,Markus Helfert,Matthias Glowatz,2016-11-12 This book constitutes the proceedings of the 3rd International Conference on E Learning E Education and Online Training eLEOT 2016 held in Dublin Ireland August 31 September 2 2016 The 25 revised full papers presented were carefully reviewed and selected from 35 submissions They focus on topics as augmented reality learning blended learning learning analytics mobile learning virtual learning environments

Teaching Disciplinary Literacy Charles W. Peters,Deanna Birdyshaw,Amy Bacevich,2016-06-01 This practical guide will help pre and inservice secondary teachers and their instructors and coaches to use videos as a resource to improve teaching Derived from the authors research and experience in a teacher preparation program using video records of practice as a core element for reflection and growth the book focuses on five disciplinary literacy strategies to help teachers identify and develop high leverage teaching practices across a range of subject areas The text includes sample lessons protocols for leading discussions based on videos and methods for making informed decisions about how to select video related work Throughout the authors provide records of student clinical teaching practice sample assignment guidelines and transcripts from video discussion groups Teacher educators can use this comprehensive resource to develop or revise a curriculum to make it more practice oriented I recommend this volume to its readers as a terrific example of bringing to bear the current state of knowledge across relevant areas to address persistent issues in the development and assessment of programs designed for secondary teacher preparation From the Foreword by Karen Wixson William E Moran Distinguished Professor in Reading and Literacy University of North Carolina at Greensboro Peters Birdyshaw and Bacevich have nailed it Steeped in deep conceptual understandings of teacher learning the authors detail a powerful field tested framework for using video records of practice to implement core literacy practices in secondary subject matter classrooms The result is a perfect marriage of pedagogical content knowledge in the disciplines and literacy An excellent resource for both preservice and inservice teacher education

Sheila Valencia professor Curriculum and Instruction University of Washington

Enhancing Teaching and Learning through Assessment Steve Frankland,2007-10-17 Assessment is the daily life of a teacher designing plans setting questions giving feedback and grading are all activities that teachers undertake on a regular basis Yet the close examination of such activities can be hindered by constraints caused by the context in which different teaching and learning activities occur and an unawareness of the effect that assessment has on the students themselves This book provides a practical guide on the effective use of assessment It includes the use of assessment tools and pedagogical design that help students deepen their

learning Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning It will also be found useful by teachers when implementing various assessment methods School administrators and teaching development professionals will find the book useful when making decisions related to learning and teaching issues in their institutions

Service? Learning to Advance Social Justice in a Time of Radical Inequality Alan S. Tinkler, Barri E. Tinkler, Virginia M. Jagla, Jean R. Strait, 2015-12-01 When considering inequality one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy Service learning pedagogy offers an opportunity to advance engaged learning opportunities within higher education This is particularly important given the power dynamics that are endemic within conversations about education including the conversations around the Common Core charter schools and the privatization of education Critical inquiry is central to the ethos of service learning pedagogy a pedagogy that is built upon community partner participation and active reflection Within higher education service learning offers an important opportunity to enhance practice within the community allowing students to engage stakeholders and youth which is particularly important given the dramatic inequalities that are endemic in today's society

Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2019-07-05 As the world becomes more globalized student populations in educational settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments educational institutions must develop curriculum policies and programs to aid in the progression of cultural acceptance and understanding Multicultural Instructional Design Concepts Methodologies Tools and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues Highlighting a range of topics such as intercultural communication student diversity and language skills this multi volume book is ideally designed for educators professionals school administrators researchers and practitioners in the field of education

Learning as a Creative and Developmental Process in Higher Education Judie Taylor, Clive Holmwood, 2018-10-26 Much has been written about the importance of creativity in learning and education over the last few decades This unique book extends beyond the usual focus on implementing creative methods in learning teaching and assessing within higher education to an examination of creativity as central to a learning process which is transformational for the student More specifically Learning as a Creative and Developmental Process in Higher Education examines the importance of a facilitative tutor student relationship and environment which contextualise this creative process of teaching and learning Bringing together unique teaching and learning approaches developed by experienced academics this book discusses a number of complex issues including approaches to an understanding of the student's self concept as learner the nature of the curriculum the potential of metaphor and creativity and a multi modal

approach to learning and teaching Contributions to the book also examine some of the challenges and tensions of such an approach within the context of arts based subjects in higher education institutions Using a unique and coherent thematic structure that is based upon the student journey as a transformational process this book provides a new way of understanding the student journey through higher education Including an examination of the parallels between educational and arts education and arts therapies disciplines this book will be of interest to researchers academics and postgraduate students involved in the arts and the arts therapies as well as those studying creativity in teaching and learning in higher education It should be of particular interest to those involved in the teaching and training of teachers and lecturers in higher education

Developing Portfolios for Learning and Assessment Val Klenowski,2002 Drawing on the author s own experience of using and researching student portfolios this book analyses the implications for the development of the portfolio for assessment

The SAGE Sourcebook of Service-Learning and Civic Engagement Omobolade Delano-Oriaran,Marguerite W. Penick-Parks,Suzanne Fondrie,2015-03-23 Service Learning and Civic Engagement A Sourcebook focuses on historical philosophical social foundations practices and models of service learning and civic engagement The title offers practical jargon free chapters applicable to any educational institution as well as community organizations that might consult the work Key Features Practical jargon free chapters applicable to any educational institution as well as community organizations that might consult the work 58 signed chapters are organized into thematic parts such as Concepts Theoretical Approaches Historical Social Foundations The Role of Service Learning in Higher Education The Role of the Community Lessons Learned Future Directions etc Thematic parts provide a practical sampling of syllabi lesson plans activities and resources and online websites and databases supporting service learning Glossary key terms commonly used in discussions and research on service learning and civic engagement Bibliography of sources consulted in production of the volume This Sourcebook is a scholarly source ideal for any educational institution and academic library as well as public libraries and community organizations that might consult the work on historical philosophical social foundations practices and models of service learning and civic engagement

Service Learning Through a Multidisciplinary Lens Shelley H. Billig,Andrew Furco,2002-10-01

Race, Poverty, and Social Justice José Z. Calderón,2023-07-03 This volume explores multiple examples of how to connect classrooms to communities through service learning and participatory research to teach issues of social justice The various chapters provide examples of how collaborations between students faculty and community partners are creating models of democratic spaces on campus and off campus where the students are teachers and the teachers are students The purpose of this volume is to provide examples of how service learning can be integrated into courses addressing social justice issues At the same time it is about demonstrating the power of service learning in advancing a course content that is community based and socially engaged To stimulate the adaptation of the approaches described in these books each volume includes an Activity Methodology table that

summarizes key elements of each example such as class size pedagogy and other disciplinary applications Click here for the table to this title

Teaching and Learning the West Point Way Morten G. Ender,Raymond A. Kimball,Rachel M. Sondheimer,Jakob C. Bruhl,2021-05-12 Teaching and Learning the West Point Way is a unique compendium of the best teaching and learning practices from one of the most celebrated and storied undergraduate teaching and learning environments and institutions in America the United States Military Academy at West Point New York USA Drawing on the broad academic curriculum that the students follow at West Point in addition to military leadership character development and competitive athletics this book describes proven and effective undergraduate pedagogy across a number of academic disciplines Case studies strategies and techniques empirical teaching and learning research results syllabi and assignments developed and deployed by West Point faculty are included which faculty in other higher education institutions can adapt and apply to their own programs and courses An accompanying companion website provides additional syllabi course guides lesson plans PowerPoint activities and lecture slides as well as videos of the editors and authors discussing how key concepts in their chapters might be applied in different teaching and learning contexts This is an opportunity to gain an in depth insight into the programs and practices inside one of the world s premier leadership development and educational institutions It should appeal to new and experienced faculty and administrators interested in course creation and syllabus design across a wide range of disciplines in educational institutions and military academies across the globe [Facilitating Work-Based Learning](#) Ruth Helyer,2015-10-06 Work based learning routes are a versatile and innovative way to gain higher education qualifications This book reflects that flexibility and prepares tutors for helping work based students learn in a variety of ways at both undergraduate and postgraduate level Offering practical information and advice the book covers the major aspects of work based learning which include Accreditation of prior learning APL Work based projects Learning agreements Relevant innovative assessment methods Quality assurance and enhancement mechanisms How technology can be utilised as a learning tool Featuring activities case studies and useful hints and tips informed by a range of international scholars it s the ideal companion for tutors of work based learning students [Reading to Learn in a Foreign Language](#) Keiko Koda,Junko Yamashita,2018-09-03 This book describes a theory guided approach to Foreign Language FL course development implementation instruction and assessment It documents the development and implementation of a theory guided approach designed to exploit cross linguistically sharable competencies as resources for promoting FL learning The volume delineates the processes of a identifying cross linguistically sharable competencies b exploring ways of exploiting sharable competencies as resources in promoting language skills through their purposeful use for content learning c implementing the instructional approach in multiple EFL classrooms and d evaluating the approach by comparing learning outcomes across classrooms It presents a solid conceptual framework that integrates theories in multiple research domains including second language acquisition knowledge acquisition and language assessment It also provides detailed descriptions

of framework construction and classroom implementation the two processes that are integral to course design and development

Emerging Techniques and Applications for Blended Learning in K-20 Classrooms Kyei-Blankson, Lydia, Ntuli, Esther, Nur-Awaleh, Mohamed A., 2019-10-04 Many learning options are possible in education from traditional to blended hybrid to fully online Of the three delivery formats the blended mode which involves the fusion of online and traditional face to face instruction and learning activities is considered to have the greatest potential to provide the best learning environment As blended learning continues to evolve and expand it is important that information regarding what constitutes the ideal combination of online and traditional pedagogical strategies in blended education and at all levels is illuminated and shared *Emerging Techniques and Applications for Blended Learning in K 20 Classrooms* is an academic publication that focuses on pedagogical strategies and technologies that have been successfully employed by educators in blended instruction In addition the student outcomes from the use of these techniques are presented Covering a wide range of topics such as gamification civic education and critical thinking this book is essential for academicians administrators educators instructors researchers instructional designers curriculum developers principals early childhood educators higher education faculty and students

Challenging e-Learning in the University Robin Goodfellow, Mary Lea, 2007-10-16 Informed by an intimate knowledge of a social literacies perspective this book is full of profound insights and unexpected connections Its scholarly clear eyed analysis of the role of new media in higher education sets the agenda for e learning research in the twenty first century Ilana Snyder Monash University This book offers a radical rethinking of e learning The authors challenge teachers course developers and policy makers to see e learning environments as textual practices rooted deeply in the social and intellectual life of academic disciplines This approach holds great promise for moving e learning past its focus on technology and the learner toward vital engagement with fields of inquiry through texts Professor David Russell Iowa State University *Challenging e learning in the University* takes a new approach to the growing field of e learning in higher education In it the authors argue that in order to develop e learning in the university we need to understand the texts and practices that are involved in learning and teaching using online and web based technologies The book develops an approach which draws together social and cultural approaches to literacies learning and technologies illustrating these in practice through the exploration of case studies It is key reading for educational developers who are concerned with the promises offered but rarely delivered with each new iteration of learning with technologies It will also be of interest to literacies researchers and to HE policy makers and managers who wish to understand the contexts of e learning

A Handbook of Reflective and Experiential Learning Jennifer A. Moon, 2013-04-15 This handbook acts as an essential guide to understanding and using reflective and experiential learning whether it be for personal or professional development or as a tool for learning It takes a fresh look at experiential and reflective learning locating them within an overall theoretical framework for learning and exploring the relationships between different approaches As well as the theory the book provides

practical ideas for applying the models of learning with tools activities and photocopiable resources which can be incorporated directly into classroom practice This book is essential reading to guide any teacher lecturer or trainer wanting to improve teaching and learning *Assessment for Learning in Higher Education* Kay Sambell,Liz McDowell,Catherine Montgomery,2013 This book is a practical guide to Assessment for Learning AfL in Higher Education

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