

Selected Self-Reflection

Day One

In today's class, we revisited the concepts of the Five Cs from Dr. Tseng's introduction of the STANDARDS FOR FOREIGN LANGUAGE LEARNING. Through her explicit and systematic delivery and her carefully designed, student-centered learning activities (role-playing and jigsaw cooperative activities), Dr. Tseng guided us through the relearning and clarification of each national standard, and assessed our learning outcome through the class activities and exercises.

I now have a better understanding of the structure and precise definitions of the Oral Proficiency Interview, as well as its functions in relation to improving student learning outcome. A clear understanding of OPI will be helpful in my future student evaluations, and will help me to understand where I need to improve my teaching to facilitate student learning.

I also gained a new understanding of the Lingua Folio can-do statement. As an assessment method, the Lingua Folio statement gives students the opportunity to evaluate themselves in the three areas of communicative mode (interpretive, interpersonal, and presentational) through listening, reading, person-to-person communication, and spoken and written production. Lingua Folio also provides an effective way to encourage students by giving them a sense of control of their own learning outcome. It sets a positive tone for their learning processes (a "can-do" attitude).

In the coming weeks, I wish to learn how to design lesson plans that use only Chinese. This will be a new adventure for me. I also need to familiarize myself with the national standards and the three communication modes so I can use them to guide my lesson plans. I am excited to be in this positive learning environment, and I look forward to more learning and practicing opportunities.

Day Two

Summary and my understanding of "Epilogue: Implications for Teaching"

"Epilogue: Implications for Teaching" is the concluding section of the book "From Input to Output: A teacher's guide to Second Language Acquisition" by Van Patten, published in 2002.

In this section, the author provides a summary of the five key implications in second-language acquisition, with emphasis on the critical role that input plays in language learning. The author defines input as what "the learner hears or reads that has communicative intent or is meaning-based. The student's job is to find the meaning in

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Krishna Bista



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The Reflective Educator's Guide to Practitioner Inquiry Nancy Fichtman Dana, Diane Yendol-Hoppey, Logan Rutten, 2025-05-30 Transform your teaching and shape education through the power of inquiry Grounded in real world examples and more than 30 years of research in professional development the fifth edition of *The Reflective Educator's Guide to Practitioner Inquiry* addresses how inquiry fosters curiosity reflection and practical action to enhance effective classroom learning This latest edition invites educators to view inquiry as a process a product and a stance The book offers new sections on the relationship between AI and teacher inquiry and the ways in which inquiry is changing with the times Additional features and updates include A new chapter that provides a step by step guide to crafting an intentional actionable research plan Access exercises inductive and deductive data analysis worksheets ethical guidelines and examples addressing today's issues in education A discussion of the connections between practitioner inquiry and supporting the academic success of every student *The Reflective Educator's Guide to Practitioner Inquiry* fifth edition empowers educators at every stage in their careers to investigate their practice drive sustained professional growth and harness inquiry's potential to create classrooms where both students and teachers thrive

U.S. Geological Survey Professional Paper, 1967

How We Learn Klaus Issler, Ron Habermas, 2002-05-17 No one fully understands how learning works but educational psychologists understand a great deal about what works The collaborative team of Klaus Issler and Ronald Habermas has assembled an integration of theology and instructional theory in *Teaching for Reconciliation Foundations and Practice of Christian Educational Ministry* Now they expound on one aspect of educational theory theology to help teachers choose the method that best reaches particular learners in a specific learning situation *How We Learn* demystifies the principles of educational psychology The book identifies means and barriers in learning motivational factors that make learners receptive learning's outcome in attitudes spirituality and behavior Application sections special exercises and examples plus dozens of figures and tables aid understanding of learning effectiveness age related development individual learning style special education and other issues

Effective Practices in Online Teacher Preparation for Literacy Educators Karchmer-Klein, Rachel, Pytash, Kristine E., 2019-10-11 Online education has become a prevalent means of program and course delivery especially within teacher education programs However the lack of preparation in online design is concerning especially in the field of teacher education where the focus is preparing preservice and practicing teachers to implement effective evidence based instructional strategies *Effective Practices in Online Teacher Preparation for Literacy Educators* is an essential scholarly resource that shares innovative ideas for translating face to face reading literacy specialist preparation into effective online instruction for courses in literacy education Highlighting various topics such as

instructional design teacher education and literacy assessment this book is ideal for instructors curriculum developers instructional designers IT specialists education professionals instructors administrators academicians and researchers

Methodological Issues and Reflexivity Practices in Qualitative Language Teacher Education Research Gloria Park,Oksana Moroz,Sarah Henderson Lee,Bedrettin Yazan,2025-11-28 This volume brings together researchers from around the world including Mexico USA China Japan Iran Turkiye Indonesia and the UAE conducting qualitative research in the field of language teacher education Each chapter highlights cutting edge research in language teacher education with particular emphasis on non traditional research methods including autoethnography narrative inquiry participatory action research and video cued multivocal ethnography The contributors discuss the methodological challenges experienced by the researcher s and participants in each study and share their recommendations for best practice Discussion questions and research activities and assignments are included at the end of each chapter Designed for students at both the advanced undergraduate and graduate levels this volume is an essential guide for researchers interested in qualitative research methods language teacher education reflexivity and researcher positionality **Handbook of Counselor Preparation**

Karen Eriksen,2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES *Me n Mine-Science* Saraswati Experts, A text book on science **Diverse Pedagogical Approaches to Experiential**

Learning, Volume II Karen Lovett,2022-02-11 This second volume of *Diverse Pedagogical Approaches to Experiential Learning* Palgrave 2020 contains a new collection of experiential learning EL reflections case studies and strategies written by twenty eight authors across sixteen academic disciplines Like the first volume the chapters describe the process of developing implementing facilitating expanding and assessing EL in courses programs and centers both locally and globally The authors take on new themes in this collection including discussions on the intersections of experiential learning with race and privilege cross cultural competencies power and gender professional development and vocational discernment self inquiry and reflection social justice and more The authors also address the importance of adapting new pedagogical approaches to EL in response to challenges in higher education presented by the global coronavirus pandemic Planning

and Organizing Standards-Based Differentiated Instruction Carolyn Chapman,Rita King,2013-12-11 Work smarter not harder for effective differentiation This updated bestseller from authors Carol Chapman and Rita King is your comprehensive resource for standards based Common Core ready differentiation Meet your students individual learning needs and create a positive classroom environment Includes ready to use tools agendas checklists and organizers to help you Zap gaps in learning with 12 innovative planning models Motivate students through diverse approaches including choice respect and self efficacy Identify and individualize teaching methods for students who are nervous impatient turned off or otherwise difficult to reach Organize differentiated lessons and routines Customize parent teacher communications for students from diverse backgrounds The Habit of Passionate Teaching: Reflections on Teaching For Learning Deborah Rickey,Randall

Wisehart,2024-04-10 Deborah Rickey and Randall Wisehart have spent more than 80 years in the field of education as teachers and administrators In *The Habit of Passionate Teaching* they share what they have learned from their students in middle school high school and teacher preparation programs The motivation for this book comes from the authors deeply held belief that it is crucial for teachers to share their knowledge about teaching their craft knowledge so that every generation of teachers can build on what has worked in the past Based on interviews with dozens of experienced teachers and with the addition of their own experience the authors describe and explore what teachers said about becoming effective and passionate teachers and how the practices became a habit The teachers whose voices are shared throughout the book have found success in teaching over a span of five ten even twenty and more years They have bucked the trend that has seen so many teachers leaving the profession after three years or fewer The authors sought to discover why these teachers chose to stay in the profession The emerging answer to the question is that these teachers learned and employed practices of passionate teachers and honed the practices until they became a habit a habit of passionate teaching The authors highlight the importance of practices that veteran teachers shared during interviews and focus group sessions One practice is reflecting Teachers reported the importance of reflecting before during and after teaching in order to help them focus on student learning Another practice is nurturing relationships Teachers shared that building positive relationships with their students was an essential practice The practice of engaging in an action research mindset was also listed as an important practice Teachers were clear that having a question or wondering about student learning was crucial Yet another practice is seeking the perspective of their own students in their journey to the habit of passionate teaching Seeking the student perspective was an essential element of their teaching practice Teachers shared how they sought and acted on the student perspective in both formal and informal ways Finally the practices of listening and questioning were described as being threaded throughout these teachers professional lives Listening was crucial in understanding the student perspective and helped create a classroom culture that led to teachers and students being partners in learning Questioning was described in a very specific way in the context of this book Teachers explained the importance of asking questions they did not know the answer to as an important way to emphasize that answers lay in exploration not in the teacher s head Learning and employing practices of passionate teachers is not an easy process Teacher anecdotes and examples clearly demonstrated a commitment of these veteran teachers to being lifelong learners The teachers whose words are shared throughout this book were clear that being a good teacher means always inquiring about what is working and what isn t and making the necessary adjustments This book is built around stories and insights of teachers who have made a commitment to the habit of passionate teaching This book includes important ideas that teachers reported were key to filling them with hope and helping them understand what it means to be a good teacher In addition the teachers and authors share specific strategies practices and protocols that can be adapted for elementary secondary and post secondary classrooms This book describes the craft

knowledge of the authors and veteran teachers in hopes that other educators can build on the ideas and in the future share their own craft knowledge

Student Voice Russell J. Quaglia, Michael J. Corso, Julie Hellerstein, 2015-05-05 Involve and inspire students with these one of a kind activities Promote student self expression values hopes and dreams with this extraordinary activity book from internationally acclaimed experts Dr Russell Quaglia Michael Corso and Julie Hellerstein Based on hundreds of interviews years of experience and easy to implement K 8 activities help you to Foster student engagement purpose leadership and self worth Provide creative and challenging activities for all ability levels Align activities with Common Core and ISTE Standards and 21st Century Skills Capitalize on technology and promote interdisciplinary connections Includes a handy correlation chart and extended learning opportunities This inspiring one of a kind book will help your students soar to success

Our Paper, 1898

Interdisciplinary Reflective Practice through Duoethnography Joe Norris, Richard Sawyer, 2016-09-24 This book explores the value of duoethnography to the study of interdisciplinary practice Through rich stories scholars illustrate how dialogic and relational forms of research help to facilitate deeply emic personal and situated understandings of practice and promote personal reflexivity and changes in practice In this book students teachers and practitioners use duoethnography to become more aware dialogic imaginative and relational in their teaching Forms of practice examined in this book include education drama nursing counseling and art in classroom university and larger professional spaces

Creating Culturally Affirming and Meaningful Assignments Christine Harrington, 2024-02-02 *Creating Culturally Affirming and Meaningful Assignments* offers principles strategies and examples to aid in the development of inclusive college coursework in which all students feel seen and valued This resource prepares instructors to proactively consider ways to honor and engage with students varied identities and lived experiences through assignments Chapters cover the course design process methods on getting to know your students assignment options beyond the exam and more Reflection questions at the end of each chapter serve as a springboard for faculty and leadership conversations on equitable and inclusive teaching practices while the appendix features 20 example assignments sourced from various higher education disciplines An accessible practical read this guidebook is for any higher education instructor who wants to reimagine their assignments to center and celebrate students varied cultural backgrounds and experiences

Journal of International Students 2015 Vol 5 Issue 2 Krishna Bista, 2015-10-03 An interdisciplinary peer reviewed publication *Journal of International Students* Print ISSN 2162 3104 Online ISSN 2166 3750 is a professional journal that publishes narrative theoretical and empirically based research articles student reflections and book reviews relevant to international students and their cross cultural experiences and understanding Published quarterly the Journal encourages the submission of manuscripts from around the world and from a wide range of academic fields including comparative education international education student affairs linguistics psychology religion sociology business social work philosophy and culture studies For further information <http://jistudents.org>

Embodied Resistance Chris Bobel, Samantha

Kwan,2011-09-15 Ethnographies about transgressing social expectations of the body Energizing Teacher Education and Professional Development with Problem-Based Learning Barbara Levin,2001-04-15 How can we help both beginning and experienced teachers engage students in today s diverse classrooms How can we focus on actual problems that teachers face This book offers a learning tool problem based learning PBL PBL is an instructional method that encourages learners to use critical thinking and problem solving as they apply content knowledge to real world problems and issues Editor Barbara Levin and the book s contributing authors believe that if teachers are to use PBL effectively with their K 12 students they need to personally experience PBL themselves Levin provides field tested examples of how teacher educators have used PBL in many professional development settings Based on actual PBL units and activities contributed by various authors the book describes how teachers tackled authentic problems that required them to find evaluate and use resources to learn just as they expect their students to do when using PBL A brief introduction explains why and how to use PBL with teachers Chapters 1 5 focus on how the chapter authors used PBL in different teacher preparation courses at several universities Chapters 6 and 7 show how the authors working with experienced teachers used PBL in inservice and staff development settings The final chapter offers answers to frequently asked questions about using PBL with teachers **Philosophical Papers and Letters** G.W. Leibniz,2012-12-06 The selections contained in these volumes from the papers and letters of Leibniz are intended to serve the student in two ways first by providing a more adequate and balanced conception of the full range and penetration of Leibniz s creative intellectual powers second by inviting a fresher approach to his intellectual growth and a clearer perception of the internal strains in his thinking through a chronological arrangement Much confusion has arisen in the past through a neglect of the develop ment of Leibniz s ideas and Couturat s impressive plea in his edition of the *Opuscu es et fragments* p xii for such an arrangement is valid even for incomplete editions The beginning student will do well however to read the maturer writings of Parts II III and IV first leaving Part I from a period too largely neglected by Leibniz criticism for a later study of the still obscure sources and motives of his thought The Introduction aims primarily to provide cultural orientation and an exposition of the structure and the underlying assumptions of the philosophical system rather than a critical evaluation I hope that together with the notes and the Index it will provide those aids to the understanding which the originality of Leibniz s scientific ethical and metaphysical efforts deserve *Pedagogic Research in Geography Higher Education* Martin Haigh,Debby Cotton,Tim Hall,2017-10-02 There are many books about teaching in Geography but this is the first dealing specifically with Pedagogic Research its methods and practices Pedagogy research concerns the processes of learning and the development of learners It is a learner centred activity that aims to evaluate and improve the ways that students learn and learn to manage control and comprehend their own learning processes first as Geographers in Higher Education but equally as future educated citizens This book collects together some key research papers from the *Journal of Geography in Higher Education* They concern original research and critical perspectives on how

Geographers learn critical evaluations of both new and traditional frameworks and methods used for Pedagogic research in Geography and some case studies on the promotion of self authorship learner autonomy in key Geography Higher Education contexts such as fieldwork and undergraduate project work This book is a compilation of articles from various issues of the Journal of Geography in Higher Education

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