

Reflection Paper: Self-Assessment of Learning

3 pages | 733 words

Before entering college, I never took the time to self reflect on my actions as much as I should have. Over the years, I noticed that tend to be my biggest critic. I judge everything I do both inside and outside of the classroom very harshly. Many people suggest that I should not be so hard on myself. The more I reflect on myself, the more I learn about my beliefs and skills. I believe this is a strength because I am learning more about myself and my self-development as a future counselor. Throughout this paper, I will reflect on my self-awareness when it comes to learning different counseling techniques as well as critiquing my skill development.

Self-Awareness

During a class discussion, we went over a scenario where a client was expressing having an affair with a co-worker who is married and has a child. When we were going over this particular scenario I became self-aware on how bias I am toward cheating on your significant other. If I have a future client who shares that they are cheating on their significant other, I do not want to judge them based on my beliefs. I want to help them to the best of my ability despite what I think is right or wrong. If I have a client who shares that their significant other is cheating on them, I do not want to make it seem like I am taking their side because of my beliefs. Noticing that I am biased toward cheating has impacted my learning because I will begin to look for different techniques that will benefit the way I help my client. Helping my clients overcome what they are going through entails me to be very open-minded and say what is right for my client and their situation, not dependent on my personal beliefs. During a role-playing session, I became self-aware that I need to work on using other techniques during a counseling session. I noticed during role-play, I mainly reflect on my client's feelings. Reflecting on my clients feeling is not a bad technique, but I want to expand my techniques. I want to ask more open-ended questions, use more door openers, minimal encouragers, etc. During class I learned open-ended questions and door openers can encourage my client to expand on how they are feeling. Therefore, this will give me a better understanding of where my client is coming from and how my client is feeling. I also learned that using minimal encouragers will let my client know that I am listening to them.

Skill Development

One skill I want to improve on is utilizing silence without feeling uncomfortable. During role-play sessions, I practiced using silence but I found myself breaking the silence before my client did because I felt awkward. I fear that if I utilize silence and my client senses that I am uncomfortable, it will make them uncomfortable. If my client feels uncomfortable, they will not want to open up to me. One major lesson I took away from a class discussion as well as reading Young's textbook is how silence can encourage...

Example Of Self Assessment And Reflection Paper

Karen Eriksen

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Experiential Exercises in the Classroom Mary K. Foster,Vicki Fairbanks Taylor,Jennie L. Walker,2021-06-25 The definitive guide to creating and using experiential exercises in the classroom For anyone interested in continuously improving their teaching practice this book provides an overview of the theory and empirical evidence for active learning and the use of experiential exercises Using a prescriptive model and checklist for creating adapting or adopting experiential exercises in the classroom the authors demonstrate evidence based best practices for each step in the development and use of experiential exercises including tips worksheets and checklists to facilitate use of these practices

Handbook of

Counselor Preparation Karen Eriksen,2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES

Empowering Online Learning Curtis J. Bonk,Ke Zhang,2009-10-29 This is an essential resource for anyone designing or facilitating online learning It introduces an easy practical model R2D2 read reflect display and do that will show online educators how to deliver content in ways that benefit all types of learners visual auditory observational and kinesthetic from a wide variety of backgrounds and skill levels With a solid theoretical foundation and concrete guidance and examples this book can be used as a handy reference a professional guidebook or a course text The authors intend for it to help online instructors and instructional designers as well as those contemplating such positions design develop and deliver learner centered online instruction Empowering Online Learning has 25 unique activities for each phase of the R2D2 model as well as summary tables helping you pick and choose what to use whenever you need it Each activity lists a description skills addressed advice variations cost risk and time index and much more This title is loaded with current information about emerging technologies e g simulations podcasts wikis blogs and the Web 2 0 With a useful model more than 100 online activities the latest information on emerging technologies hundreds of quickly accessible Web resources and relevance to all types and ages of learners Empowering Online Learning is a book whose time has come

Reflections on Assessment

Kathleen Strickland,James Strickland,1998 The foundation of assessment and evaluation is an understanding of the philosophy of transactional teaching and learning This book provides such an understanding

Student Self-Evaluation:

Fostering Reflective Learning Jean MacGregor,1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help

teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page **The Allyn & Bacon Guide to Writing** John D. Ramage, John C. Bean, June Johnson, 2003 The most successful college rhetoric published in over a decade The Allyn Bacon Guide to Writing offers the most progressive and teachable introduction now available to academic and personal writing The four color guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments numerous examples of student and professional writing and thorough guides to research and editing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing has set the new standard for first year composition courses in writing reading critical thinking and inquiry Part One A Rhetoric for College Writers provides a conceptual framework for The Allyn Bacon Guide to Writing by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them within a rhetorical context shaped by the writer's purpose audience and genre Part Two Writing Projects contains thirteen self contained assignment chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Concluding each chapter are Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part Three A Guide to Composing and Revising comprised of three self contained chapters of nuts and bolts strategies for composing and revising Part Four A Rhetorical Guide to Research presents pedagogically sequenced instruction for helping students learn to conduct searches evaluate sources and incorporate sources into their own writing Research skills are taught within a rhetorical context with special attention to the rhetoric of websites Part Five A Guide to Special Writing and Speaking Occasions gives students helpful advice on working in groups giving speeches and presentations writing essay exams assembling portfolios and writing reflective self evaluations Part Six A Guide to Editing is a concise handbook of grammar usage mechanics punctuation style and editing **Teaching Counselors and Therapists** Karen Eriksen, Garrett McAuliffe, 2001-08-30 The authors study how to teach various types of counseling and therapy in college course work usually with a constructivist manner applied to the teaching process A Collection of Papers on Self-study and Institutional Improvement, 2004 Higher Learning Commission, Meeting, 2004

Abstracts of Papers Presented to the American Mathematical Society American Mathematical Society, 1995
Writing and Grammar: Communication in Action Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 **Lesson Plans for Teaching Writing** Chris Jennings Dixon, 2007 Why do students often graduate from high school unprepared for college writing And what can we do about it These are the questions that a group of classroom teachers set out to explore

Over the course of seven years a group of middle high school college and university teachers participated in a federally funded writing coalition project to implement innovative approaches to teaching writing Together they developed this series of lesson plans designed to make writing both fun and an integral part of diverse curricula Practical is the recurrent motif of each teaching strategy Developed by real teachers in real classrooms the lessons are grouped into seven categories writing process portfolios literature research grammar writing on demand and media Each lesson follows a standard format that includes purpose of the activity necessary preparation required props and materials process and procedure for implementation instructional pointers and or possible pitfalls and reflections from the teacher that provide behind the scenes insights *Assessment of Physical Education Teacher Education Programs* Michael W. Metzler, Bonnie L. Tjeerdsma, 2000

The Allyn and Bacon Guide to Writing Portfolios Gina Claywell, 2001 This brief and inexpensive book helps students compile effective portfolios for a variety of situations and courses Shows students how to understand what type of portfolio is called for recognize the material most appropriate for inclusion and submit a portfolio that shows learning This guide does not approach portfolios as the driving force of a course rather it teaches students who are asked to submit portfolios with or without direct instructor supervision how to construct successful portfolios Anyone looking to compile a portfolio *Gle ACC Twe 1st Year 2000* Donald J. Guerrieri, F. Barry Haber, William B. Hoyt, Robert E. Turner, 1999-04 Focuses on a business perspective by using examples from the business world to illustrate accounting concepts **Classroom Assessment**

Catherine S. Taylor, Susan Bobbitt Nolen, 2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English *Techniques* , 2009

Making education and career connections **Reflective Practice in Action** Nijssiree Waeochan, 2004 **Teaching**

Writing Mary Frances Claggett, 2005 This new resource for writing teachers helps students set purpose and find form for their writing In today's educational climate it is more important than ever that we prepare our students to be effective and competent writers who can write for a variety of purposes How can we teach our students the skills they need to be successful while also fostering an appreciation for the process craft and art of writing Drawing from sound theory and research as well as on many years of experience in the English classroom Fran Claggett and colleagues Joan Brown Nancy Patterson and Louann Reid have created a writing teacher's resource to help both new and experienced teachers sort through the often complex issues in the teaching of writing With innovative teacher tested strategies for creating a classroom in which students thrive as writers Teaching Writing Craft Art Genre is a must have addition to every writing teacher's

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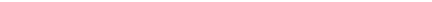
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