

Reflective Journal

By Joseph Gornall

Part 1 – Teaching

This paper aims to critically analyse my personal pedagogical practice, with reference to personal values and experiences that have influenced the educational journey to date. This will be reinforced with educational theorists' notions, resulting in an area for further academic study.

Characteristics of an effective teacher

It is common to hear, that you can identify a good teacher (Hayes, D. 2006). This is known as tacit knowledge, as it is knowledge that is difficult to transfer to another person by means of verbal or written expression. However, there are numerous characteristics that have been suggested to reflect an effective teacher.

The main characteristics that I consider to be important, when attempting to identify an effective teacher are; *passionate, open-mindedness, knowledge of students, and being an effective role model*. These characteristics resonate with my education and pedagogical practice. Previous teachers of mine have possessed these characteristics, and I think that because they had these definable characteristics; I have chosen a career in education.

Passion

Passion stems from love for the job and subject that is being taught, and can develop independence in learning. Liston and Garrison (2004) stated that love influences reactions and responses to student's thoughts and emotions. Their research stated:

"When we teach, we teach with ideas and feelings. When we interact with our [pupils], we react and they respond with thoughts and emotions... Teaching is an activity that brings one's emotions and mind to bear on subject matter and on connecting [pupils] with the subject matter. (p5)" (Liston & Garrison 2004).

Liston and Garrison (2004) suggest that modern teachers are losing sight of the importance of emotion in teaching (Hayes, D. 2006). However, I don't agree that it is the teachers who are struggling to identify with student emotion, but instead the students who lack passion for education. Research has shown that there are a growing number of students who do classwork for the sole reason; it was set. Instilling passion for the subject could counter students who do work because it has been set by the teacher, as opposed to regarding it as something worth doing (Fried, 2001). Further development of subject specific careers advice could enhance their desire to learn through passion. Fried argued that students need to care about what they learn in order to develop a positive disposition toward learning (Fried 2001).

Day (2004) thinks passion in teaching is essential to all effective pedagogical practice. I think that the teachers who had the greatest positive impact on my studies instilled a passion for music. This passion was imparted through their ability to go beyond the academic curriculum and into a broader knowledge of

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Drivers Ed Module 7 And 8 Reflection Journal:

Resources in Education ,1982 **Reigniting Curiosity and Inquiry in Higher Education** Stacey L.

MacKinnon,Beth Archer-Kuhn,2023-07-03 How do you develop students capacities as independent learners build their confidence and motivation to identify their own research agendas and facilitate their critical thinking and research skills for effectively exploring their chosen topic Inquiry based learning IBL offers a proven means to achieve these outcomes IBL is a scaffolded learner centered student led approach to inquiry whereby students progressively design and lead their own inquiry process with support from the instructor It s a powerful pedagogical approach that you can progressively adopt first adopting it as an activity in a course to develop you and your students comfort with the practice right up to developing an entire course or program utilizing IBL It offers varying levels of engagement as you and your students gain familiarity with the practice from the instructor providing structured support to formative guidance as students gain confidence to a point where students become increasingly self directed and independent and are supported by the review of student peers and validated by presentations of their work to the class This pedagogy shifts the student instructor relationship with the former leading and the latter supporting IBL is a flexible teaching and learning approach that be can progressively adopted and developed without a specific formula and that positions students as co constructors of knowledge rather than passive recipients It is student driven creates engagement develops a curiosity mindset promotes group learning that is collaborative rather than competitive fosters metacognition and builds confidence as students learn to deal with ambiguity and risk Each chapter offers personal stories vignettes examples of practice and discussions of issues This book offers higher education instructors at any career stage and in any discipline a realistic guide to incorporating curiosity and inquiry based learning into their classrooms to promote long term knowledge creation and retention and life wide learning IBL is being increasingly adopted across the English speaking world Beyond its inherent capacity to promote independent learning it offers a perfect foundation for preparing students for Signature Work and capstone courses and is adaptable to small and large classes

Peace Education for Violence Prevention in Fragile African Societies Maphosa, Sylvester B.,Keasley,

Alphonse,2019-02-10 Though conflicts among African nations diminished at the end of the last millennium the need for peace remains a perennial concern for African citizens within their communities and countries Once again Maphosa and Keasley have engaged a collection of scholar practitioners to address the query What s Going to Make a Difference in Contemporary Peace Education around Africa The contributing authors draw from daily headlines as well as African literature to unearth twenty first century quandaries with which educators in formal and informal contexts are called upon to grapple The What s Going to Make a Difference authors offer insights to educators peace education practitioners and parents for everyday living The authors probe the wisdom of the recent and ancient past and bring forth pearls for contemporary moments All in discerning effort to respond to the guiding question the editors and their contributing colleagues deliver a compelling set of

revelations for Making a Difference in Peace Education for African and world citizens **Becoming and Being a Physician** Shmuel P. Reis, Adina L. Kalet, W. Wayne Weston, 2025-04-14 What does I am a doctor mean currently Structured around personal stories this book provides a rigorous review of current thinking and research on the physician's life cycle The book considers the trajectories and factors that influence a doctor's development over decades of a medical career Taking an integrated approach the authors consider the formal stages of a physician's training including medical school residency training and practice and review discourses around professionalism competency based education lifelong learning expertise development reflection and narrative that merge into the construct of medical professional identity formation Reflecting the dramatic changes that have occurred in the physician's role job description and reality of modern clinical practice further compounded by the pandemic this new book will support and encourage medical educators to ensure that the enduring values of the medical profession prevail **Engineering Education** John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author's first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum's internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation Microwave Journal ,1982 *Psychology and Work Today* Carrie A. Bulger, Duane P. Schultz, Sydney Ellen Schultz, 2025-03-26 This key textbook introduces students to the field of industrial and

organizational psychology explaining how industrial organizational psychologists make work and working better It explains how industrial organizational psychologists help organizations hire the best people make work safer and less stressful and support managers and leaders to be more effective at leading others It also describes how industrial organizational psychologists work with organizations to embrace diversity in the workforce design the physical work environment to best suit employees and market their products and services to consumers Key features of this edition include Coverage of both the essential and traditional I O topic areas such as job analysis employee selection and work motivation as well as topic areas that are important in workplaces today such as stress and well being human factors and preparing for jobs of the future New or expanded coverage of teams in organizations remote hybrid work quiet quitting and diversity equity and inclusion issues A streamlined methods chapter that focuses more on specific methods used by industrial organizational psychologists such as focus groups surveys and Gallup polls Rich with various pedagogical tools and real world examples the book will be of interest to undergraduate students in introduction industrial organizational psychology or psychology of work behaviour courses

National Library of Medicine Audiovisuals Catalog National Library of Medicine (U.S.),1982

Telecommunication Journal ,1981 *Journal of the Audio Engineering Society* Audio Engineering Society,2006

Proceedings of the National Science Council, Republic of China ,2001 *British Education Index* ,1998 *The British Journal of Photography* ,1993 **Journal of the Optical Society of America** ,1986 *American Journal of Physics* ,1999

Resources in Education ,1997 *In Accord with Nature* Clifford E. Knapp,1999 This book demonstrates how educators and youth leaders can help middle school and older students understand and define their relationship with nature and learn the importance of protecting the environment Chapter 1 defines environmental ethics and discusses biocentric and anthropocentric ways of seeing the world Chapter 2 examines how ecology nature technology and human communities relate to environmental ethics Chapter 3 classifies types of environmental ethics discusses misconceptions and excuses that act as barriers to following an environmental ethic and provides details on specific ethics Wise Use movement social ecology ecofeminism land stewardship or management Leopold s ecological conscience or land as community Schweitzer s reverence for life deep ecology or bioregionalism indigenous or traditional ethics animal liberation and rights and radical ecoactivism Chapter 4 discusses strategies for teaching environmental ethics and values criticisms of such education in public schools instructional challenges and authentic assessment of student progress Chapter 5 describes 40 outdoor and classroom activities to help students develop an environmental ethic The activities fall into 11 categories thinking and discussion solo reflection writing nature study questioning codes of ethics role models action projects aesthetics literature and games Chapter 6 lists environmental ethics curricular resources and periodicals A bibliography contains approximately 180 references An index and chapter notes are included SV

Whitaker's Books in Print ,1998 *Government Reports Announcements & Index* ,1987-03 *Library & Information Science Abstracts* ,1993

Drivers Ed Module 7 And 8 Reflection Journal Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Drivers Ed Module 7 And 8 Reflection Journal**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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