

TEACHING DEMONSTRATION REFLECTION PAPER

The very first time when I heard about teaching demonstration, I felt so many emotions, excited, nervous, and afraid. I went through the emotion of excitement because it indirectly told me that my real teaching is approaching. I will become a teacher soon. Day passed by, I started to feel nervous when I think about what to teach in the skill of grammar, although this skill is my favorite subject. After doing plentiful research, I got an interesting grammar point to teach which is "Dangling Modifier". Today, therefore, as the demonstration comes to an end, I would like to reflect back on some of the bittersweet memories, lesson-learned for improving.

To begin with, I was quite fortunate because I got grammar to teach and I had to teach on the third and fourth week of the practicum, which meant I had more time to observe my classmates; their best practices, and I had more time to plan my lesson. Recognizing this opportunity, as I was observing my peers, I noted down the methodologies they were using to engage their students, how they presented their language points, what kinds of questions they would ask to challenge their students to think, so on and so forth. To me, without the observations of my peers, my demonstration would have been an awkward experience since I could not relate my experiences to theirs. Moreover, after seeing so many best practices, I could personalize them to my teaching in the upcoming week, and this would allow me to be more flexible in my teaching and to be aware of challenges that might present during my teaching practices.

As my turn arrived, I've already planned my lessons and sent it to my friends for feedback. It's one of the crucial steps in teaching because in order to be well-prepared for the class, we have to plan it first and foresee the possibilities of errors, and that crucially helps us a lot before the actual teaching. I am not going to walk you through the procedure of my teaching; however, I am going to tell you what I have learned from this session. Overall, I could say it went well, students got something new as I expected it to be, but there were a few issues that happened during my session. I would say I was too ambitious and nervous in recording my video of teaching. You can guess it now; I lose my concentration from students respond to the recorder. I cannot catch students' answers and cannot write all that they said, which made some of them feel a bit disappointed. I have realized that students are our motivation as a teacher. Though it is one of the other factors, I could say it was really important to me. Without their participation and cooperation, my teaching would not go so smoothly with a satisfactory result and very few technical errors. Additionally, I had a

Teaching Reflection Paper

Arturo Cuomo



Teaching Reflection Paper:

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakes an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

Doing Reflective Practice in English Language Teaching Thomas S. C. Farrell, 2021-12-29 This practical and engaging book introduces readers to reflective practice in English language teaching Assuming no background knowledge Thomas S C Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development Each chapter covers an important dimension of reflective practice and features many ready to use activities that are designed to empower teachers and allow them to overcome challenges they will face throughout their careers Covering many types of reflection and the many purposes it serves this book addresses written reflection lesson planning classroom observation classroom management group communication and more This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs

Teaching About Social Justice Issues in Physical Education Jennifer L. Walton-Fisette, Sue Sutherland, Joanne Hill, 2019-09-01 Addressing social justice issues in a physical education context is necessary both at the higher education and PK 12 settings Limited undergraduate and graduate programs educate their students about social justice issues thus resulting in licensed teachers who lack the content knowledge comfort level and pedagogical tools on how to educate students about issues related to social justice Grounded in the transformative pedagogy theoretical framework this book will offer practical lessons and strategies on a wide variety of social issues e g body race self identity immigration that can be

used in teacher education and the PK 12 setting The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal The purpose of this book is to provide physical education teacher educators and PK 12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting This book will include sample lesson plans activities that address a wide variety of social issues the what the how and the challenges and possibilities that the author s encountered when teaching such a lesson activity Addressing social justice issues has been limited in physical education both in higher education and PK 12 especially in the United States Numerous scholars internationally have engaged in research studies that explored how social justice issues are addressed in physical education teacher education Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice a more practical resource for teacher educators and inservice teachers is needed The market for this book will be physical education teacher educators and PK 12 physical education teachers throughout the world

Experiences of Second Language Teacher Education T. Wright,M. Beaumont,2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education

Language Teachers and Teaching Selim Ben Said,Lawrence Jun Zhang,2013-10-08 This volume gathers contributions from a range of global experts in teacher education to address the topic of language teacher education It shows how teacher education involves the agency of teachers which forms part of their identity and which they take on when integrating into the teaching community of practice In addition the volume explores the teachers situated practice the dynamic negotiation of classroom situations socialization into the professional teaching culture and on the ground experimentation with pedagogical skills techniques

Teaching and Learning Culture Mads Jakob Kirkebæk,Xiang-Yun Du,Annie Aarup Jensen,2013-11-19 This book is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University Empirically it reports on different approaches to teaching and learning of culture including a student centered task based problem based learning PBL approach a digital technology supported approach and more It also reports on how when teaching and learning culture teachers professional identity and the informal teaching and learning environment impact the teaching and learning of culture in different educational settings from primary school to university A central theme in the book is the power of context The studies illustrate in multiple ways and from different angles that culture is not taught in a vacuum or learned in isolation but may be influenced by many factors both inside and outside the classroom at the same time culture also influences the context of the learning The context may be invisible and hide itself as tacit knowledge or embedded values or it may be very visible and present itself as a fixed curriculum or an established

tradition No matter what forms and shapes the context takes the studies in this book strongly indicate that it is essential to be aware of the power of context in teaching and learning culture in order to understand it and negotiate it This book suggests that teachers should not try to limit or avoid contextual influences but instead should explore how the context may be integrated into and used constructively in the teaching and learning of culture This allowance of context in the classroom will allow for teachers students subjects and contexts to enter into a dialogue and negotiation of meaning that will enrich each other and achieve the established goal acquisition of cultural awareness and intercultural understanding *Developing Reflective TESOL Practitioners Through Teacher Education* Andrzej Cirocki, Mark Wyatt, Xuesong (Andy) Gao, 2024-06-26 This textbook provides insights from Asian contexts into how reflective practice is nurtured on Teaching English to Speakers of Other Languages TESOL and English Language Teaching ELT teacher education programmes There is increasing recognition worldwide that given the centrality of reflective practice to teachers ongoing professional development supporting teachers to become reflective practitioners should be integral to teacher education programmes Consequently tertiary level courses in areas such as TESOL and ELT tend to promote reflective practice supported by theoretical input from the burgeoning literature on reflection much of which is produced in the West Relatively under represented in the literature are global perspectives on reflective practice there are consequently relatively few accounts as to how reflective practice is embedded in teacher education programmes in different parts of the world including Asia Hence this book addresses a gap Contributing authors from fourteen countries provide insights into the ways in which teachers are helped to grow as reflective practitioners on their teacher education programmes in their unique contexts This textbook showcases how reflective teaching practices are developed supported by frameworks for critical reflection and in interaction with local educational policies These distinctive accounts aid readers in reflecting on the ways in which reflective practice is supported in their own teacher education contexts and in considering ways of enhancing the reflective dimension of their programmes This textbook showcases innovative reflective activities and can be used as a principal text or as supplemental reading on a range of TESOL and ELT teacher education courses Teaching African American Religions Carolyn M. Jones, Theodore Louis Trost, 2005-07-14 The variety and complexity of its traditions make African American religion one of the most difficult topics in religious studies to teach to undergraduates The sheer scope of the material to be covered is daunting to instructors many of whom are not experts in African American religious traditions but are called upon to include material on African American religion in courses on American Religious History or the History of Christianity Also the unfamiliarity of the subject matter to the vast majority of students makes it difficult to achieve any depth in the brief time allotted in the survey courses where it is usually first encountered The essays in this volume will supply functional innovative ways to teach African American religious traditions in a variety of settings **Teaching Food and Culture** Candice Lowe Swift, Richard R Wilk, 2016-07 A group of experienced innovative teachers explore methods of teaching about food and using food to teach the basics of various

disciplines Teaching as if Learning Matters Jennifer Meta Robinson, Valerie Dean O'Loughlin, Katherine Kearns, Laura Plummer, 2022-06-07 Teaching is an essential skill in becoming a faculty member in any institution of higher education Yet how is that skill actually acquired by graduate students Teaching as if Learning Matters collects first person narratives from graduate students and new PhDs that explore how the skills required to teach at a college level are developed It examines the key issues that graduate students face as they learn to teach effectively when in fact they are still learning and being taught Featuring contributions from over thirty graduate students from a variety of disciplines at Indiana University Teaching as if Learning Matters allows these students to explore this topic from their own unique perspectives They reflect on the importance of teaching to them personally and professionally telling of both successes and struggles as they learn and embrace teaching for the first time in higher education

Exemplars of Assessment in Higher Education, Volume Two Jane Marie Souza, Tara A. Rose, 2023-11-09 In this second volume of the successful Exemplars of Assessment in Higher Education editors Souza and Rose share examples of assessment practice from over fifteen distinct and diverse Higher Education Institutions including international contributions Building upon the work of the first volume the case studies in this book reflect the changes in assessment and higher education in the post Covid education environment The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas career readiness distance education diversity equity and inclusion or general education Each part of the book discusses one of these four areas with chapters that feature real life examples from the educators who teach at the college or university Featuring a Foreword by AAC U President Lynn Pasquerella the work highlighted in this book is also aligned with AAC U's Valid Assessment of Learning in Undergraduate Education VALUE initiative to help educators make the best decisions about measuring student learning This book is ideal for university educators and assessment practitioners looking to diversify and enhance their assessment practices A Co Publication with AAC U

Routledge Handbook of Arabic Second Language Acquisition Mohammad Alhawary, 2018-05-04 The Routledge Handbook of Arabic Second Language Acquisition introduces major current approaches in Arabic second language acquisition SLA research and offers empirical findings on crucial aspects and issues to do with the learning of Arabic as a foreign language and Arabic SLA It brings together leading academics in the field to synthesize existing research and develops a new framework for analyzing important topics within Arabic SLA This handbook will be suitable as a reference work for advanced undergraduate and postgraduate students and scholars actively researching in this area and is primarily relevant to sister disciplines within teacher training and Arabic applied linguistics The themes and findings should however also be attractive to other areas of study including theoretical linguistics psycholinguistics cognition and cognitive psychology

Praxis-oriented Pedagogy for Novice L2 Teachers Karen E. Johnson, Deryn P. Verity, Sharon S. Childs, 2022-11-30 In this cutting edge book on L2 teacher education experts Johnson Verity and Childs demonstrate how praxis oriented pedagogy grounded in the principles of Vygotskian Sociocultural

Theory VSCT can have a meaningful impact on L2 teachers development Starting with a clear definition of praxis oriented pedagogy the authors lay out a theoretical foundation and document how appropriately designed praxis oriented L2 teacher education pedagogy supports the development of novice teacher reasoning Drawing from a longitudinal study of L2 novice teachers chapters address the teachers understanding learning and cognitive development and how their capabilities grow in creating and implementing engaging language learning environments for their ESL students At the core of the book lies a unique set of pedagogical concepts linguistically compact conceptually rich chunks of language that function as psychological tools for learning and teaching By covering teachers changes in understanding reasoning and pedagogical activities the book reveals the role that pedagogical concepts play in praxis oriented pedagogy Essential reading for language teacher educators language teachers and researchers this book makes the VSCT principles that inform praxis oriented pedagogy both clear and accessible Resources in Education ,1999-10 *The Palgrave Handbook of Chinese Language Studies* Zhengdao

Ye,2022-07-30 This new major reference work provides a comprehensive overview of linguistic phenomena in a variety of Sinitic languages in a global context highlighting the dynamic interaction between these languages and English This living reference work offers a window into the linguistic sphere in China and beyond and showcases the latest research into diverse and evolving linguistic phenomena that have resulted from intensified interactions between the Sinophone world and other lingua spheres The Handbook is divided into five sections The chapters in Section I New Research Trends in Chinese Linguistic Research present fast growing research areas in Chinese linguistics particularly those undertaken by scholars based in China Section II Interactions of Sinitic Languages focuses on language contact situations inside and outside China The chapters in Section III Meaning Culture Translation explore the meanings of key cultural concepts and how ideas move between Chinese and English through translation across various genres Section IV New Trends in Teaching Chinese as a Foreign Language covers new ideas and practices relating to teaching the Chinese language and culture The final section Section V Transference from Chinese to English explores dynamic interactions between varieties of Chinese and varieties of English as they play out in multilingual sites and settings **Teaching in Blended Learning Environments** Norman D.

Vaughan,Martha Cleveland-Innes,D. Randy Garrison,2013-12-01 Teaching in Blended Learning Environments provides a coherent framework in which to explore the transformative concept of blended learning Blended learning can be defined as the organic integration of thoughtfully selected and complementary face to face and online approaches and technologies A direct result of the transformative innovation of virtual communication and online learning communities blended learning environments have created new ways for teachers and students to engage interact and collaborate The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes Built upon the theoretical framework of the Community of Inquiry the premise that higher education is both a collaborative and individually constructivist learning

experience the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology Focusing on teaching practices related to the design facilitation direction and assessment of blended learning experiences *Teaching in Blended Learning Environments* addresses the growing demand for improved teaching in higher education *Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education* Paul Voerke, Mergentel A. Vaz Ferreira, Nancy Drescher, 2024-05-10 Essential questions about the skills teachers need for effective classroom practice have raised by researchers such as Shulman Schön Altrichter Posch and Hattie and discussions still continue In this context the anthology combines theoretical studies and practical insights about Reflection from foreign and second language teacher education and professional development It includes examples of reflective tools techniques and strategies that can help teachers to re think their practices and ensure the quality of their everyday work *Research on Second Language Teacher Education* Karen E. Johnson, Paula R. Golombek, 2011-01-17 Embracing a sociocultural perspective on human cognition and employing an array of methodological tools for data collection and analysis this volume documents the complexities of second language teachers professional development in diverse L2 teacher education programs around the world including Asia South America Europe and North America and traces that development both over time and within the broader cultural historical and institutional settings and circumstances of teachers work This systematic examination of teacher professional development illuminates in multiple ways the discursive practices that shape teachers knowing thinking and doing and provides a window into how alternative mediational means can create opportunities for teachers to move toward more theoretically and pedagogically sound instructional practices within the settings and circumstances of their work The chapters represent both native and nonnative English speaking pre service and in service L2 teachers at all levels from K 12 through higher education and examine significant challenges that are present in L2 teacher education programs **Reconceptualizing Teaching Practice** Mary Lynn Hamilton, 2005-08-08 Over the past ten years there has been increased interest in research on various aspects of teacher education ranging from the preparation of teachers to continuing professional development The increase of interest in how teachers become competent in very complex social settings is a result of a general recognition by researchers and policy makers alike that teachers are the key to any serious efforts at educational reform This book addresses a variety of issues surrounding the field of inquiry into teaching practice that has become known as self study equivalent in many ways to the action research movement but at tertiary level **Teaching Race and Anti-Racism in Contemporary America** Kristin Haltinner, 2013-10-16 This book presents thoughtful reflections and in depth critical analyses of the new challenges and opportunities instructors face in teaching race during what has been called the post racial era It examines the racial dimensions of the current political economic and cultural climate The book features renowned scholars and experienced teachers from a range of disciplines and offers successful strategies for teaching important concepts through case studies

and active learning exercises It provides innovative strategies novel lesson plans and classroom activities for college and university professors who seek effective methods and materials for teaching about race and racism to today s students A valuable handbook for educators this book should be required reading for all graduate students and college instructors

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