

REFLECTIVE JOURNAL

The main aim of this journal is to keep a record of my thoughts, notes, reflections and questions about this subject, and some implementation activities related to this subject that I have carried out in my classes. All the information we can find in this journal is connected, however I have decided to classify them by topics.

❖ **Assessment & Evaluation:**

I would like to center this reflection on my personal opinion about the fact of assessing and being assessed: how people feel, if they like or not and why, etc.

In my opinion the feeling people have when we are assessed changes through the years and it different depending on the kind you are. When children are at school they feel that assessment is something compulsory for them, but they do not really feel the pressure that, for example, students at high school feel because they know that they have to achieve the goals and the targets and unless they do it, they will not promote. On the other hand, we can think of assessment from the teachers' or parents' perspective. If we focus on parents' perspective, assessment is something good because it facilitates them the fact of knowing that their children are working at school and if they are truly learning or not. Now, I will focus on teachers' perspective. For teachers assessment is something great because it gives information about students and their progress in the learning process, about our own job (because we are assessed by others teachers of self-assessment) and information about the quality of the tools we use in our classes.

❖ **Formative & Summative Assessment:**

I would like to mention that, before studying this unit it was difficult for me to understand the difference between formative and summative assessment. However, now, I am able to distinguish them and that's why I would like to refers on these terms in the following lines. After each explanation, I will give you some examples of how I use each of the assessments with my students.

- **Formative assessment** provides explicit feedback to both, teacher and students, in order to improve the teaching-learning process, it means, the

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Table of Contents Journal Article Reflection Template

1. Understanding the eBook Journal Article Reflection Template
 - The Rise of Digital Reading Journal Article Reflection Template
 - Advantages of eBooks Over Traditional Books
2. Identifying Journal Article Reflection Template
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Journal Article Reflection Template
 - User-Friendly Interface
4. Exploring eBook Recommendations from Journal Article Reflection Template
 - Personalized Recommendations
 - Journal Article Reflection Template User Reviews and Ratings
 - Journal Article Reflection Template and Bestseller Lists
5. Accessing Journal Article Reflection Template Free and Paid eBooks
 - Journal Article Reflection Template Public Domain eBooks
 - Journal Article Reflection Template eBook Subscription Services

- Journal Article Reflection Template Budget-Friendly Options
- 6. Navigating Journal Article Reflection Template eBook Formats
 - ePub, PDF, MOBI, and More
 - Journal Article Reflection Template Compatibility with Devices
 - Journal Article Reflection Template Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Journal Article Reflection Template
 - Highlighting and Note-Taking Journal Article Reflection Template
 - Interactive Elements Journal Article Reflection Template
- 8. Staying Engaged with Journal Article Reflection Template
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Journal Article Reflection Template
- 9. Balancing eBooks and Physical Books Journal Article Reflection Template
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Journal Article Reflection Template
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Journal Article Reflection Template
 - Setting Reading Goals Journal Article Reflection Template
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Journal Article Reflection Template
 - Fact-Checking eBook Content of Journal Article Reflection Template
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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