

Reflecting on My Recent Conference Presentation

Student Submission: John Doe
Education Course 600
Instructor: Jane Smith
May 4, 2015

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1

The author has set up this paper using MLA format. The author includes his name, the course number, the instructor's name, and the date on the top left corner of the first page rather than on a separate title page (as is the case when using APA format, for example).

2

The title includes specific words about the theme of the reflection.

3

The author provides some context for his reflection.

4

The writer indicates a point of interest for his reflection. The reader may be curious about the nature of the "active learning component" or what might have been different about this presentation versus his previous presentations.

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5

The author uses past tense (identified with the verb "was") to indicate that this event occurred in the past.

6

The recommendation is prominently stated and justified.

7

The author's use of the conditional tense in this paragraph (e.g., would end up, would fail) tells the reader how he was feeling or what he was anticipating prior to the experience.

8

The use of "I" throughout the text invokes a very personal, informal tone.

9

Overall, this paragraph walks the reader through the pre-experience stage. The writer describes his feelings, thoughts, and plans before his conference presentation.

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10

The writer uses this paragraph to move through the "during experience" stage. He describes what the participants did and what he did.

11

The use of a contraction ("wasn't" instead of "was not") invokes a conversational tone.

12

The use of a contraction ("wouldn't" instead of "would not") invokes a conversational tone.

13

Here, the author is beginning to present his feelings and offer an analysis of these feelings. The author could have extended this analysis by commenting on why he might have felt failure. He could have tried to integrate sources from course readings or external readings that address topics such as feelings of failure, trying new things, presenter preparation, or designing effective instruction.

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14

The author is asking a question that is really directed to himself. This shows the reader that he is trying to think more deeply about the experience. He is questioning his own actions.

15

In this paragraph, the author continues to describe the situation as he remembered it. He described what he observed (e.g., the setting, the people, the movement of people, and the timeline). The use of specific language and details helps to draw the reader into the reflective writing.

16

The author has used "strange" several times in this text. Perhaps different words could have been used (e.g., odd, peculiar, out of the ordinary, uncommon).

17

The use of the word "chuckle" indicates an informal or conversational tone. If the author wanted to increase the level of formality in his text, he could have used the word "laugh".

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18

The author continues to lead the reader on a chronological journey of the experience (i.e., following a timely order). The description of the experience is quite clear, but additional analytical commentary could strengthen the reflection. In particular, a reader may be interested to know how this experience is related to other experiences and/or if existing research could explain the various feelings that the author had throughout his conference presentation.

19

The author efficiently ends the description of the experience. He has included some commentary on the level of effectiveness of the experience from his point of view with the inclusion of the words "resounding success". He has judged this experience as successful because he received informal positive feedback from the participants in his group.

20

While the author has used past tense relatively consistently throughout the text, he now uses present tense. The use of present tense in this paragraph is appropriate because he is trying to make sense of the experience at the present time.

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21

The author now takes a moment to step back and evaluate the overall experience. He makes a comment about his initial feeling and judges the accuracy of this feeling (e.g., his initial worry was misconceived)

22

With this sentence, the author has really broadened the discussion about his choice of activity. He does not specifically talk about his own conference presentation, but he comments on the potential of this activity in other situations. It might be worthy to support this type of commentary with course readings or external readings. Perhaps previous researchers have already commented on the benefits of "active learning activities," and the author's paper may be enhanced by including support from outside sources.

23

This is an effective final sentence to end the author's reflection. It encapsulates what he has learned through trying something new. It indicates to the reader that he has altered his attitude and that he might approach his presentations (and teaching) with more confidence in the future.