

# Republic of the Phillipines

# Department of Education Caraga Administrative Region



Division of Cabadharan City

#### EAST CABADBARAN CISTRICT

#### SANGHAN ELEMENTARY SCHOOL

# End-of-Course Reflection Paper/Questionnaire

Guide Questions	Response/s
How relevant and applicable were the course contents in helping you enhance your competencies as 21 <sup>st</sup> Century teacher?	The course contents are relevant and applicable in helping me to become a 21st century teacher. It enhances my capacity to teach. It helps me to equipped with knowledge, skills, attitudes and values in teaching and more so it helps me to acquire information on how to facilitates the 21st century learning.
What significant learning insights did you gain from the course?	I gain and discover a lot of learning insights from the course. The significant One of the insights I gained from the course is the importance of the four pillars of learning. It address different aspects of learners life and contribute a lot to the holistic development of individuals that will prepare them for life and work in the 21st century and beyond. Another significant learning insights I gained from the course are the following: it helped me equipped with the knowledge, skills, attiudes and values in teaching, it makes me aware of the 21st literacies that I have to develop within myself and it helped me acquired information on how to facilitate 21st century learning. Another is the

# **End Of Course Reflection Paper**

**Pete McDonnell** 

#### **End Of Course Reflection Paper:**

The Course Reflection Project Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-01 Service learning is entering a post initiatory phase At tertiary institutions of all types and sizes service learning programs are common and service learning requirements for graduation are growing in popularity Taken together alongside continued faculty interest in effective teaching these factors have raised the visibility and popularity of service learning Now the greater need in service learning is not to prove the need for or efficacy of service learning but to turn the focus squarely back on practice Following established best practice is not enough instructors also need to reflect on how this fits within the specific context and application of each unique course and service learning partnership While there are many excellent resources that detail best practice and showcase exemplary service learning courses faculty reflection and course revision often goes unmentioned In response to the lack of attention on the role of reflection and course revision we convened groups of faculty from a variety of disciplines to reflect deeply on their courses paying specific attention to obstacles and challenges These conversations were converted to articles for this edited collection each chapter representing the process of reflection and revision and serving as a guide to develop effective practice in varied curricular contexts This text contributes to the body of literature on service learning in a unique and practical manner Faculty teaching or interested in teaching service learning classes would benefit from this text as well as university administrators and community service directors involved in service learning at a programmatic and institutional level This book should be marketed to faculty teaching disciplinary service learning classes and service learning pedagogy classes and administrative offices involved in service learning This could be a supplementary text for graduate level pedagogy courses Higher education institutional libraries would benefit from this text as well as the national and state campus compact offices Reading to Learn in a Foreign Language Keiko Koda, Junko Yamashita, 2018-09-03 This book describes a theory guided approach to Foreign Language FL course development implementation instruction and assessment It documents the development and implementation of a theory guided approach designed to exploit cross linguistically sharable competencies as resources for promoting FL learning The volume delineates the processes of a identifying cross linguistically sharable competencies b exploring ways of exploiting sharable competencies as resources in promoting language skills through their purposeful use for content learning c implementing the instructional approach in multiple EFL classrooms and d evaluating the approach by comparing learning outcomes across classrooms It presents a solid conceptual framework that integrates theories in multiple research domains including second language acquisition knowledge acquisition and language assessment It also provides detailed descriptions of framework construction and classroom implementation the two processes that are integral to course design and development High Impact Teaching for Sport and Exercise Psychology Educators John Coumbe-Lilley, Amber Shipherd, 2020-04-30 High Impact Teaching for Sport and Exercise Psychology Educators addresses the need for a resource on effective course design

assessment content delivery and classroom management that is specific to educators in the field of sport and exercise psychology and to working with the millennial learner It provides discipline specific ideas to improve teaching in higher education The book provides an evidence based guide of tried and tested teaching methods for teachers of sport and exercise psychology at all levels in all formats of education Irrespective of the level and prior teaching experience in sport and exercise psychology this is a starting point for delivering significant learning experiences for students in this field of study Second it addresses the millennial learner and recommends future teaching and learning experiences in traditional hybrid and online formats Finally High Impact Teaching for Sport and Exercise Psychology Educators provides a positive approach to engaging students in an ongoing process of learning and involvement in the field of sport and exercise psychology This book is intended for any educator in a 2 or 4 year institution of higher education who is or will be teaching courses at the undergraduate or graduate level in sport and exercise psychology as well as students and practitioners in the areas of sport and exercise psychology and physical education Composing Health Literacies Michael Madson, 2023-03-31 This edited collection examines engagements between health literacies and undergraduate writing instruction providing research case studies and practical guidance on developing an interdisciplinary writing pedagogy Bringing together works from scholars in rhetoric and composition technical communication UX public health nursing and writing center administration this collection showcases a range of evidence based practices for composing teaching and assessing health literacies which the readers can apply to their own contexts Using non specialist language accessible to instructors from a variety of backgrounds the chapters consider the use of writing assignments including image analyses public service announcements podcasts health education materials illness narratives public presentations research proposals and journal articles The book offers a holistic overview by profiling entire writing programs both online and face to face that teach health literacies across their curricula This evidence based collection is essential reading for scholars and instructors in rhetoric and composition writing in the health professions technical communication and health humanities and can be used as a supplemental textbook for pedagogy courses in these fields dear elia Mimi Khúc, 2023-12-11 In dear elia Mimi Kh c revolutionizes how we understand mental health Kh c traces the contemporary Asian American mental health crisis from the university into the maw of the COVID 19 pandemic reenvisioning mental health through a pedagogy of unwellness the recognition that we are all differentially unwell In an intimate series of letters she bears witness to Asian American unwellness up close and invites readers to recognize in it the shapes and sources of their own unwellness Kh c draws linkages between student experience the Asian immigrant family the adjunctification of the university and teaching methods pre and post COVID 19 to illuminate hidden roots of our collective unwellness shared investments in compulsory wellness and meritocracy She reveals the university as a central node and engine of unwellness and argues that we can no longer do Asian American studies without Asian American mental health and vice versa Interspersed throughout the book are reflective activities including original tarot cards that enact the very

pedagogy Kh c advances offering readers alternative ways of being that divest from structures of unwellness and open new The Routledge Handbook of Research Methods in Spirituality and Contemplative possibilities for collective care Studies Bernadette Flanagan, Kerri Clough, 2024-09-03 The Routledge Handbook of Research Methods in Spirituality and Contemplative Studies provides the first authoritative overview of methodology in this growing field Against the background of the pandemic and other global challenges spirituality is expanding as an agreed term with which to discuss the efforts people make to be fully present to deeper invisible dimensions of their personal identity and external reality but until now there have been few resources exploring the different methodological approaches researchers take This book explores the primary methodologies emerging First Person Second Person and Third Person and provides a systematisation of spirituality research in applied contexts for the first time Comprising 33 chapters by a team of international contributors the book is divided into seven parts Foundations Approaches to Contemplative Research Contemplative Research in Education Contemplative Research in Work and Leadership Contemplative Research in Science Health and Healing Contemplative Research in Social Sciences Contemplative Research and the Way Forward The Handbook provides readers practitioners and policymakers with methods and approaches which can facilitate a spiritual and contemplative stance in research activities It is an essential resource for researchers and students of Religion Spirituality and Research Methods **Reflective Teaching Practice in Pre-Service Education** Djoub, Zineb, 2017-08-11 As with any industry the education sector often goes through frequent changes It is every educator s duty to keep up with these shifting requirements and alter their teaching style accordingly Fostering Reflective Teaching Practice in Pre Service Education is an essential reference source that provides a detailed analysis of the most efficient and effective ways for teachers to adapt to changes in their industry Featuring relevant topics such as reflective teaching methodology lifelong learning programs pioneer service learning and technology integration in education this book is ideal for current educators future teachers academicians students and researchers that would like insight into the best practices for keeping up with the demanding changes in the The Experiential Library Pete McDonnell, 2016-09-07 The Experiential Library Transforming Academic education field and Research Libraries through the Power of Experiential Learning features contributions in a relatively conversational practical and how to format from various academic libraries across broad educational levels that have implemented experiential learning programs services or resources to enhance the learning and development of both students and library employees As academic libraries and academic librarians are seeking ways to transform themselves and create collaborative synergies within and without their institutions this timely book suggests exciting ways to integrate experiential learning into the library's offerings Ranging from integrated service learning and Information Literacy instruction that takes the class out of the classroom to unique experiential approaches to programming like Course Exhibits and the Human Library the book is a one stop shop for libraries looking to expand their repertoire It will also help them create connections between experiential

learning and their institutions missions and contributions to student success by grounding these programs and services on a sure methodological footing Librarians and educators wishing to learn more about the connections between experiential learning experiential education and academic libraries would benefit from the advice from authors in this book Covers experiential learning for academic and research libraries Presents diverse aspects of experiential learning in academic libraries across the spectrum of educational levels Offers a one stop shop for librarians keen on bringing experiential learning to their institutions Adds to current conversations in both LIS and experiential education enabling further synergies in both disciplines Handbook of Instructional Practices for Literacy Teacher-educators Joyce E. Many, 2001-01-01 This volume offers a unique glimpse into the teaching approaches and thinking of a wide range of well known literacy researchers and the lessons they have learned from their own teaching lives The contributors teach in a variety of universities programs and settings Each shares an approach he or she has used in a course and introduces the syllabus for this course through personal reflections that give the reader a sense of the theories prior experiences and influential authors that have shaped their own thoughts and approaches In addition to describing the nature of their students and the program in which the course is taught many authors also share key issues with which they have grappled over the years while teaching their course others discuss considerations that were relevant during the preparation of this particular syllabus or describe how it evolved in light of student input The book is organized by areas within literacy education reading English language arts literature emergent literacy content area literacy literacy assessment and instruction literacy and technology and inquiries into literacy theory and classroom practice It is accompanied by an interactive Web site http msit gsu edu handbook This online resource provides additional information about the authors courses including complete syllabi recommended readings grading rubrics and sample assignments Readers are invited to respond and contribute their own syllabi and teaching experiences to the discourse generated by the volume **Teaching Hearts and Minds** Barry M. Kroll,1992 In this book Barry M Kroll tells how college students in the late 1980s responded to his course on the Vietnam War in literature Kroll designed the course to engage students hearts and minds in the processes of connected and critical inquiry He argues that students should be personally absorbed in a topic emotionally connected to key issues and texts if inquiry is to be more than a perfunctory exercise Kroll raises a number of important critical questions about texts and meaning particularly concerning the nature of authority and the reader s role in creating meaning He focuses on students efforts to think reflectively about literary representation historical truth and moral justification Drawing on John Dewey's concept of reflective inquiry Kroll asserts that his course did not challenge his students to acquire information but rather to inquire to explore probe and query

**Facilitating Seven Ways of Learning** James R. Davis, Bridget D. Arend, 2023-07-03 For teachers in higher education who haven t been able to catch up with developments in teaching and learning James Davis and Bridget Arend offer an introduction that focuses on seven coherent and proven evidence based strategies The underlying rationale is to provide a

framework to match teaching goals to distinct ways of learning based on well established theories of learning The authors present approaches that readers can readily and safely experiment with to achieve desired learning outcomes and build confidence in changing their methods of teaching Research on learning clearly demonstrates that learning is not one thing but many The learning associated with developing a skill is different from the learning associated with understanding and remembering information which in turn is different from thinking critically and creatively solving problems making decisions or change paradigms in the light of evidence Differing outcomes involve different ways of learning and teaching strategies The authors provide the reader with a conceptual approach for selecting appropriate teaching strategies for different types of content and for achieving specific learning objectives They demonstrate through examples how a focused and purposeful selection of activities improves student performance and in the process makes for a more effective and satisfying teaching experience The core of the book presents a chapter on each of the seven ways of learning Each chapter offers a full description of the process illustrates its application with examples from different academic fields and types of institutions clearly describes the teacher's facilitation role and covers assessment and online use The seven ways of learning are Behavioral Learning Cognitive Learning through Inquiry Learning with Mental Models Learning through Groups and Teams Learning through Virtual Realities and Experiential Learning Along the way the authors provide the reader with a basis for evaluating other approaches to teaching and other learning methodologies so that she or he can confidently go beyond the seven ways to adapt or adopt further strategies This is the ideal companion for teachers who are beginning to explore new ways of teaching and want to do some serious independent thinking about learning The book can also be used to prepare graduate students for teaching and will be welcomed by centers for teaching and learning to help continuing faculty re examine a particular aspect of their teaching **Living Spiritual Praxis** Eric J. Kyle, 2013-10-24 Christian ministers working in congregations and with nonprofits seek to discern what it is that God has been doing and where it is that the Spirit might be leading them In Living Spiritual Praxis Eric Kyle looks to address the lack of resources on the work and dynamics of Christian spiritual formation that actually develop a specific process for spiritual formation programs Kyle strives to provide a guide for spiritual formation by using the praxis oriented fields of action research and practical theology He explores a process for understanding the nature and dynamics of a situation discerning specific formative interventions assessing various approaches and continually assessing and modifying these understandings and approaches Living Spiritual Praxis will be an invaluable resource for all Christians leaders and laity alike who are challenged by the spiritual formation of church members communities groups and individuals Cases on Online Discussion and Interaction: Experiences and Outcomes Shedletsky, Leonard, Aitken, Joan E., 2010-06-30 This book gives readers a better idea of what is likely to facilitate discussion online what is likely to encourage collaborative meaning making what is likely to encourage productive supportive engaged discussion and what is likely to foster critical thinking Provided by publisher Deliberative Pedagogy Timothy J.

Shaffer, Nicholas V. Longo, Idit Manosevitch, Maxine S. Thomas, 2017-07-01 As the public purposes of higher education are being challenged by the increasing pressures of commodification and market driven principles Deliberative Pedagogy argues for colleges and universities to be critical spaces for democratic engagement. The authors build upon contemporary research on participatory approaches to teaching and learning while simultaneously offering a robust introduction to the theory and practice of deliberative pedagogy as a new educational model for civic life This volume is written for faculty members and academic professionals involved in curricular co curricular and community settings as well as administrators who seek to support faculty staff and students in such efforts The book begins with a theoretical grounding and historical underpinning of education for democracy provides a diverse collection of practical case studies with best practices shared by an array of scholars from varying disciplines and institutional contexts worldwide and concludes with useful methods of assessment and next steps for this work The contributors seek to catalyze a conversation about the role of deliberation in the next paradigm of teaching and learning in higher education and how it connects with the future of democracy Ultimately this book seeks to demonstrate how higher education institutions can cultivate collaborative and engaging learning environments that better Experiences of Second Language Teacher Education T. Wright, M. address the complex challenges in our global society 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

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 Preparing Mathematics and Science Teachers for Diverse Classrooms Alberto J. Rodriguez, Richard S. Kitchen, 2004-09-22 This book provides a theoretical basis and practical strategies to counter resistance to learning to teach for diversity in culturally and gender

inclusive ways and resistance to teaching for understanding using student centered and inquiry based pedagogical approaches Teacher educators from across the United States present rich narratives of their experiences in helping prospective and practicing teachers learn to teach for diversity and for understanding in a variety of mathematics and science contexts Mathematics and science education has been slow to respond to issues of diversity and equity Preparing Mathematics and Science Teachers for Diverse Classrooms Promising Strategies for Transformative Pedagogy helps to begin a network for support and collaboration among teacher educators in science and mathematics who work for multicultural education and equity A unique and much needed contribution this book is an essential resource for teacher educators K 12 teachers who work as student teacher supervisors and cooperating teachers and graduate students in mathematics and science education and a compelling text for science and mathematics methods courses Narrative Design Michael Breault, 2020-05-15 Narrative designers and game designers are critical to the development of digital and analog games This book provides a detailed look at the work writers and designers perform every day on game development projects It includes practical advice on how to break into the game industry as a writer or game designer Readers can use the templates and detailed instructions provided here to create lively portfolios that will help open the door to jobs in the game industry Key features of this book An intimate look at the workings of AAA game development from someone who has spent decades embedded on teams at well known companies An insider s look at the game industry including advice on breaking into the industry Detailed instructions for creating a portfolio to demonstrate narrative design and game design skills to prospective employers Lessons and exercises to help students develop narrative design and game design skills A how to guide for college instructors teaching classes in narrative design and game design Detailed assignments and syllabi are included Author Bio Michael Breault is a 35 year industry veteran who has contributed his writing and game design skills to over 130 published games He currently teaches narrative design and game design courses at Webster University in St Louis The courses he creates and teaches are based on the tasks narrative designers and game designers undertake every day while developing games These classes provide his students with a real world view of the work they will be doing as writers and designers in the game industry Working En Comunidad Elena Foulis, Stacey Alex, Glenn A Martínez, 2024 This book is forwards a new conceptual framework of equitable education and racial justice with Latina o e communities that incorporates Latino Critical Race Theory LatCrit Community Cultural Wealth and Service learning as approaches that build on the community s Towards a Community of Antiracist Praxis in Higher Education Jie Y. Park, Laurie assets and agency Ross, 2025-08-22 Weaving together theory research and practice this edited volume provides rich accounts of teaching from faculty at a predominantly white institution who participated in a community of antiracist praxis a cycle of action and reflection on pedagogy The chapters highlight the ways in which faculty can transform classrooms and colorblind discourses in higher education They center the voices of faculty who are on the ground and grappling with their own positionality and

academic training to present an antiracist pedagogy that emphasizes student agency and authority exposes whiteness in course content and inquiry processes and introduces students to new ways of knowing that are racially just Each contributing author offers principles teaching activities and resources that readers can apply in their own disciplinary or interdisciplinary contexts Written for faculty graduate students administrators and pedagogy specialists in higher education this book urges readers who work in higher education to action and paves a path forward through the creation of communities of antiracist praxis

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