



Republic of the Philippines



Department of Education

Caraga Administrative Region



Division Office of Cagayan de Oro

EAST CAGAYAN DISTRICT

SAN ANTONIO 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 be equipped with knowledge, skills, attitudes and values in teaching and more so it helps me to acquire information on how to facilitate the 21 <sup>st</sup> 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 addresses different aspects of learners' life and contributes 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 insight I gained from the course is the following: it helped me be equipped with the knowledge, skills, attitudes and values in teaching, it makes me aware of the 21st literacies that I have to develop within myself and it helped me acquire information on how to facilitate 21st century learning. Another is the

# End Of Course Reflection Paper

**Xianlin Song, Kate Cadman**



## **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

**Reflective Practice, Third Edition** Sara Horton-Deutsch, Gwen Sherwood, 2023-10-31 The third edition of Reflective Practice depicts the concept of reimagining in such a brilliant way and is a must have resource for nurses Portia Janine Jordan PhD MBA MCUR RN FANSA Professor Department of Nursing and Midwifery Faculty of Medicine and Health Sciences Stellenbosch University This incredible edition of a professional masterpiece pulls together global leaders creative thinkers entrepreneurs educators and practitioners to support and guide us as healthcare professionals A joy to read and a must read for all professionals who are reflexive Thomas Kearns EdD MED BNS RGN RPN RNT FAAN FFMRC SI Past Executive Director Dean Faculty of Nursing and Midwifery RCSI University of Medicine and Health Sciences Dublin Co Director Global Innovation and Leadership Academy Faculty of Nursing and Midwifery RCSI In this outstanding book Sara Horton Deutsch and Gwen Sherwood provide an invaluable resource for nurse educators and their students Reflective Practice Reimagining Ourselves Reimagining Nursing takes a complex topic and makes it accessible for learners across all levels This should be required reading in all nursing programs Pamela R Jeffries PhD RN FAAN ANEF FSSH Dean of Nursing Valere Potter Professor of Nursing Vanderbilt School of Nursing A nurse s work

is multifaceted medically complex technically precise and physically demanding But nursing the act of caring is also social emotional impactful and personal Because nursing education programs prioritize the importance of the technical and physical aspects of nursing that is what they teach This leaves practicing nurses poorly equipped to understand the science of caring and unprepared for the constant stream of emotional and psychological stressors that come with this profoundly important work The unintended consequences of this omission include burnout toxic work environments and exodus from the profession In this highly anticipated and particularly timely third edition of *Reflective Practice* authors Sara Horton Deutsch and Gwen Sherwood invite readers to reflect recalibrate reimagine rethink and reframe the work of nursing care and their various roles and relationships within it This book focuses first on the individual then practice settings and finally systems and communities while providing supporting theoretical frameworks practical applications and opportunities for personal and shared reflection along the way *Reflective Practice* guides nurses to emotional and psychological fulfillment in all aspects of care

**dear elia** Mimi Khúc,2023-12-11 In *dear elia* Mimi Khúc revolutionizes how we understand mental health Khúc 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 Khúc 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 Khúc advances offering readers alternative ways of being that divest from structures of unwellness and open new possibilities for collective care

*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

*Promoting Health and Wellness in Underserved Communities* Anabel Pelham, Elizabeth Sills,2023-07-03 Starting from the premise that our health status vulnerability to accidents and disease and life spans as individuals and communities are determined by the organization delivery and financing or lack thereof of health care this book explores how educators and community caretakers teach the complex web of inter connection between the micro level of individual health and well being and the macro level of larger social structures

Through the lenses of courses in anthropology ESL gerontology management information systems nursing nutrition psychology public health and sociology the contributors offer examples of intergenerational and interdisciplinary practice and share cutting edge academic creativity to model how to employ community service learning to promote social change

Pedagogy in Higher Education Gordon Wells, Anne Edwards, 2013-11-18 What can Cultural Historical Activity Theory CHAT contribute to the solution of the problems facing higher education today This edited volume brings together the work of an international group of scholars and researchers to address this important question Drawing on contemporary interpretations of CHAT the contributors take on a wide range of issues ranging from pedagogy to administration and from teacher preparation to university outreach An introduction presents the key principles of CHAT Subsequent chapters address such issues as effective ways of teaching large undergraduate classes providing support for struggling writers or for students with disabilities opening up opportunities for students from historically underserved communities preparing students for the professions and building bridges between higher education and the wider community Readers with an interest in higher education will encounter ideas in these chapters that will prompt them to rethink their role in preparing today's students for tomorrow's challenges

**Bridging Transcultural Divides** Xianlin Song, Kate Cadman, 2012 The impressive and stimulating essays in Bridging Transcultural Divides deal with the cultural and educational issues in the Australian context The book's central message is that education for Asian students in Australia and more broadly in the West can no longer be seen as a one way transfer of knowledge but must be understood as a process of reciprocal learning in which both teachers and students are changed by the experience Prof Tim Wright University of Sheffield

**The New Information Literacy Instruction** Patrick Ragains, M. Sandra Wood, 2015-11-05 The new ACRL information literacy concepts brings renewed interest in information literacy instruction and skills for librarians The New Information Literacy Instruction Best Practices offers guidance in planning for and implementing information literacy instruction programs in a wide range of instructional situations including Course related instruction Freshman composition courses Professional medical education New course development and delivery One shot sessions Formal credit courses Distance education Visual literacy and more As librarians take a new look at information literacy instruction this essential book will help guide you in creating and maintaining a quality instruction program

**Reflective Teaching and Learning in the Health Professions** David Kember, 2008-04-15 This book deals with the nature of professional education and the need to produce professionals who are capable of reflection upon practice It derives comprehensive guidelines for developing curricula and teaching methods that encourage reflective thinking It is heavily research based and the multiprofessional approach is unique to this subject matter It will appeal to educators in all health science disciplines The book includes an introduction to the concepts of reflection and reflective thinking and describes action research methodology used to carry out this study Findings are presented in the form of case studies and the conclusions drawn are considered in the context of practical implementation

**Achievement Emotions in**

**University Teaching and Learning, Students' Stress and Well-being** Jesus de la Fuente, Douglas F. Kauffman, Meryem Yilmaz Soyly, 2022-05-24      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      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      *Generation 1.5 in College Composition* Joel Spring, 2008      Promoting Social Justice through the Scholarship of Teaching and Learning Delores D. Liston, Regina Rahimi, 2017-10-02 How can education become a transformative experience for all learners and teachers The contributors to this volume contend that the Scholarship of Teaching and Learning SoTL can provide a strong foundation for the role of education in promoting social justice The collection features contributions by an array of educators and scholars highlighting the various ways that learners and teachers can prepare for and engage with social justice concerns The essays offer reflections on the value of SoTL in relation to educational ethics marginalized groups community service and activism counter narratives and a range of classroom practices Although the contributors work in a variety of disciplines and employ different theoretical frameworks they are united by the conviction that education should improve our lives by promoting equity and social justice      Service-Learning in Higher Education Phylis Lan Lin, 2010-10-14 This book emerges from the discourse of the Third International Symposium on Service Learning held at the University of Indianapolis in Athens Greece in November 2009 as part of the biennial collection of papers on service learning This fourth collection highlights service learning SL theories and methods in higher education presents selected case studies of local projects that exemplify the theories and methods in action and points the way toward future possibilities for international partnerships

Part One demonstrates how practitioners have translated SL theory into model programs of best practices Part Two examines nationally based SL experiences that enrich indigenous local communities national communities and teaching institutions Part Three explores international SL ISL programs with their unique reciprocal national relationships hybrid methodologies and site specific challenges Part Four covers networking national SL settings to international venues while forecasting SL concepts that span academic disciplines and geographic distances The selected papers in this collection were contributed by educators in twenty three universities in four countries

**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

**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

**Towards a Community of Antiracist Praxis in Higher Education** Jie Y. Park, Laurie 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

**The Routledge Handbook of Research Methods in Spirituality and Contemplative 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

**Teacher Leadership for Social Change in Bilingual and Bicultural Education** Deborah Palmer, 2018-08-17 Leadership takes on a tone of urgency when we are struggling for justice At the same time the right to lead the agency to embrace a leadership identity can also feel more distant when we are marginalized by the dominant society For bilingual education teachers working with immigrant communities the development of critical consciousness pride in the cultural and linguistic resources of the bilingual community the vocabulary to name and face marginalization and a strong professional network are fundamental to their development of professional identities as leaders and advocates Based on the experiences of 53 Spanish English bilingual teachers in Central Texas this book aims to explore define and understand bilingual teacher leadership It merges the themes of leadership teacher preparation and bilingual education and is essential reading for bilingual or ESL teachers teacher educators and researchers serving an increasingly transnational translingual student body



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## **Table of Contents End Of Course Reflection Paper**

1. Understanding the eBook End Of Course Reflection Paper
  - The Rise of Digital Reading End Of Course Reflection Paper
  - Advantages of eBooks Over Traditional Books
2. Identifying End Of Course Reflection Paper
  - 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 End Of Course Reflection Paper
  - User-Friendly Interface
4. Exploring eBook Recommendations from End Of Course Reflection Paper
  - Personalized Recommendations
  - End Of Course Reflection Paper User Reviews and Ratings
  - End Of Course Reflection Paper and Bestseller Lists

5. Accessing End Of Course Reflection Paper Free and Paid eBooks
  - End Of Course Reflection Paper Public Domain eBooks
  - End Of Course Reflection Paper eBook Subscription Services
  - End Of Course Reflection Paper Budget-Friendly Options
6. Navigating End Of Course Reflection Paper eBook Formats
  - ePub, PDF, MOBI, and More
  - End Of Course Reflection Paper Compatibility with Devices
  - End Of Course Reflection Paper Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of End Of Course Reflection Paper
  - Highlighting and Note-Taking End Of Course Reflection Paper
  - Interactive Elements End Of Course Reflection Paper
8. Staying Engaged with End Of Course Reflection Paper
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers End Of Course Reflection Paper
9. Balancing eBooks and Physical Books End Of Course Reflection Paper
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection End Of Course Reflection Paper
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine End Of Course Reflection Paper
  - Setting Reading Goals End Of Course Reflection Paper
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of End Of Course Reflection Paper
  - Fact-Checking eBook Content of End Of Course Reflection Paper
  - 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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