

ae D. Benitez
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MY AUTOBIOGRAPHY

I am Alea Mae D. Benitez, I was born on May 7, 2000 in Pasay City, Philippines. We are two siblings in the family, I am the second child. My mother's name is Divina D. Benitez from Sorsogon, Bicol. My father's name is Nelson D. Benitez. And he is from Camarines Sur, Bicol.

During weekends, we usually spend our days in the family. We always go to church. We helped each other in our activities. My family was a happy and loving family. I had a happy childhood living with my parents and my siblings. I completed my elementary education at Don Carlos Velez Elementary School. During my junior high school, I completed my junior high school at President Corazon Aquino National High School and I usually spend my time with my friends. Since the lockdown, I have a daily routine with my friend for a Google meet until dawn, and we do various things when we do, such as talk about what is going on in our lives and watch movies that have been shown several times. We have been watched pitch perfect all seasons. I finished it several times. When I am not with them, I watch shows like Mr. Queen and Ghost Doctor. And I am a senior at Pasay City South High School, I will do everything I can to get into a good university where I can go to college.

Sample Experience Learning Autobiography

Victor M. Corman



Sample Experience Learning Autobiography:

Language Identity, Learning, and Teaching in Costa Rica Lena Barrantes-Elizondo, Cinthya Olivares-Garita, 2023-07-19
This edited collection provides a comprehensive and locally situated understanding of English language teaching from the perspective of dedicated and experienced language professionals and researchers in Costa Rica. The book uses a series of reflective sections that interconnect theory and practice in a non-English dominant context in order to inform and transform pedagogical practices. The chapters depict a wide-ranging image of English language teaching and learning in the region, encouraging in-service teachers, TESOL specialists, and ELT scholars to critically reassess, rethink, and relearn teaching and learning as more than a political decision in an educational curriculum. Ultimately promoting the practice as dynamic, ever-changing, and culturally situated, the book will be highly relevant to researchers, academics, scholars, and faculty in the fields of teacher education, educational research, EFL, and modern foreign languages.

The Oxford Handbook of Reciprocal Adult Development and Learning Carol Hoare, 2011-09-06
One of the Best Books of 2011 from the Center for Optimal Adult Development. The fields of adult development and the study of learning have traditionally been considered separate, with development falling under psychology and learning under education. However, recent ideas, research, and practices that have emerged in these fields of study effectively emphasize the inherent reciprocal relationship that exists between them. Advances in development frequently lead to learning, and conversely, learning almost necessarily fuels development. In this second edition of *The Oxford Handbook of Reciprocal Adult Learning and Development*, the synchronicity between development and learning is explored further as expert authors advance the latest theories to provide a rich foundation for this new area of study and practice for this interrelated field of study. At the border of two disciplines, this handbook focuses on the capacities of intelligence, meta-cognition, insight, self-efficacy, spirituality, interpersonal competence, wisdom, and other key adult attributes as they relate to positive changes and personal growth in adults. Contexts for development and learning, e.g., the work role and environment, are also addressed and mixed in throughout the volume, emanating implications for research, practice, and policy. What emerges is a thoughtful handbook for all who promote optimal aging and is a must-read for academics, psychologists, and practitioners in adult development.

Creating Classrooms of Peace in English Language Teaching Barbara M. Birch, 2022-06-08
Timely and accessible, this edited volume brings together leading scholars to discuss methods for supporting reconciliation, peace, and sustainable and social change in English language teaching. Around the world, peace and reconciliation are urgent themes that are inextricably connected to the study and practice of teaching English. The book features a diversity of voices and addresses pedagogies of peace, universal responsibility, and global interdependence in the domain of English language education. Organized in three strands, Part 1 addresses policy and implementation, Part 2 addresses teacher education, and Part 3 addresses content and lesson planning. With chapters drawn from a dozen countries and contexts, this book paves the way for English language teachers to harness their social capital and

pedagogical agency to create sustainable peace globally and locally and in and outside the classroom It is essential reading for scholars and students in TESOL applied linguistics and peace education

Experiential Learning in Foreign Language Education Viljo Kohonen,Riitta Jaatinen,Pauli Kaikkonen,Jorma Lehtovaara,2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner s mind As part of the changes assessment is seen as an important means of enhancing the elearning processes emphasising the role of reflective self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education

The Learning Portfolio John Zubizarreta,2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios

Mixed Methods Applications in Action Research Nataliya V. Ivankova,2015 This text outlines and explains in detail the necessary steps in designing conducting implementing and reporting an action research study with a solid mixed methods foundation

Introduction to Teaching Gene E. Hall,Linda F. Quinn,Donna M. Gollnick,2015-12-09 Introduction to Teaching Making a Difference in Student Learning Second Edition is the ideal text for aspiring teachers Acclaimed authors Gene Hall Linda Quinn and Donna Gollnick thoroughly prepare teacher education candidates to make a difference as teachers presenting first hand stories and evidence based practices while offering a student centered approach to learning The authors target one of the biggest challenges facing many of today s schools making sure that all students are learning and help teachers make student learning the primary focus in all that they do From true to life challenges that teachers will face high stakes testing student learning assessments low teacher retention Common Core Standards to the inspiration and joy they will discover throughout their teaching careers this text paints a realistic picture of the real life of a teacher

"Stretching" Exercises for Qualitative Researchers Valerie J. Janesick,2015-08-25 In the new Fourth Edition of her inventive one of a kind book Stretching Exercises for Qualitative Researchers author Valerie J Janesick uses dance yoga and meditation metaphors to help researchers tap into the intuitive and creative side of their research In every chapter stretching exercises help readers develop practice and hone fieldwork skills and vital habits of mind such as observation interviewing writing creativity technology and analysis While reading the

book and working through the exercises readers can complete a researcher's reflective journal an invaluable tool that will remain useful throughout their careers

The Collaborative Analysis of Student Learning Amy Colton, Georgea Langer, Loretta Goff, 2015-05-21 A proven approach to transformative professional learning that raises achievement for all students Does professional learning at your school promote teacher growth and propel student achievement If you're ready for a change turn to trusted educators Colton Langer and Goff pioneers of an extraordinarily effective design for professional learning Collaborative Analysis of Student Learning CASL You'll find complete strategies resources and more in this evidence based book that addresses the Common Core State Standards Learn how to Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school Inquire into student work and assessments to promote learning excellence for all Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent academically rigorous teaching Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school helping faculty and students to reach their full potential This book is extraordinary and a must have for every practitioner striving to improve student learning Colton Langer and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students Victoria Duff Coordinator of Professional Learning New Jersey Principal and Supervisors Association Teacher collaborative professional learning leads to improved teaching and student learning when it is skillfully orchestrated In this book Colton Langer and Goff provide an essential resource rich with strategies tactics tools and examples to guide both facilitators and team members to structure collaborative inquiry analysis and learning in ways that deepen their learning and practice and increase results for all students Joellen Killian Senior Advisor Learning Forward

Handbook of Research on Advancing Language Equity Practices With Immigrant Communities Cardozo-Gaibisso, Lourdes, Vazquez Dominguez, Max, 2020-06-26 Research on linguistically and culturally sustaining education has recently placed increased attention on the need to rethink the field by promoting more equitable linguistic pedagogical opportunities for all students including immigrant and newcomer youth It has been evident for some time that immigration patterns around the globe have been increasingly shifting posing a new challenge to educators As a result there is a gap in the literature that is meant to address educational practices for immigrant communities comprehensively The Handbook of Research on Advancing Language Equity Practices With Immigrant Communities is a critical scholarly book that explores issues of linguistic and educational equity with immigrant communities around the globe in an effort to improve the teaching and learning of immigrant communities Featuring a wide range of topics such as higher education instructional design and language learning this book is ideal for academicians teachers administrators instructional designers curriculum developers researchers and students in the fields of linguistics anthropology sociology educational policy and discourse analysis

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