

When I commenced learning this course I had little knowledge concerning how technology and innovation have influenced the current world. However, I had so much expectation on the learning outcomes that I would gain as a result of pursuing the course. Interacting with my instructors and fellow colleagues has been awesome since I was able to create new links with people that have greatly influenced my life and knowledge wise (Williamson, 2014). The group discussions have been interesting even though seldom tasks would be difficult with strict deadlines; we managed to complete them in time an aspect that taught me the importance of punctuality and meeting work deadlines (Harvard and Hodkinson, 2004). I also learnt time management skills from the assignment deadlines and now I believe I am a better person than I was to join the corporate world.

Conversely, the course was well structured and included all aspects of learning that allowed us students to captivate knowledge and skills to mold our psychology as we go out to the job market (Harvard and Hodkinson, 2004). Personally, I have been elevated by the course since most of the stuff that I previously did not have interest in are currently my new passion. The course has modeled me in all aspects; educationally, socially and morally, thus I am in a better position to solve the current problems in the field and the world since the skills that I possess are enough to enable me come up with a formidable solutions to the current problems in the field. Finally, the course presented a challenge through its objectives, thus as students had the obligation to satisfy the general goals of the course; I am glad that I have satisfactorily met a significant amount of the course responsibility and hope the knowledge will be of great importance in the practical field (Williamson, 2014).



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Mimi Khúc



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The Course Reflection Project Nicole Schonemann, Emily Metzgar, Andrew Libby, 2015-05-13 Service learning has become widespread in tertiary institutions with growing graduation requirements and faculty interest The focus now is on practical application and reflection within specific courses and partnerships This text addresses the need for faculty reflection and course revision offering insights from various disciplines [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

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

Achievement Emotions in University Teaching and Learning, Students' Stress and Well-being Jesus de la Fuente, Douglas F. Kauffman, Meryem Yilmaz Soylu, 2022-05-24 [Curriculum, Learning, and](#)

Teaching Advancements in Online Education Raisinghani, Mahesh S.,2013-02-28 Although web based technologies have greatly influenced our society only recently has its impact affected educational practices Curriculum Learning and Teaching Advancements in Online Education highlights the models and frameworks that have been effective in the development of online education into the classroom By bringing together knowledge and experience this book allows educational technologies to be evaluated in a more dynamic context It is suitable for teachers researchers and academic experts interested in rethinking the fundamental processes of teaching and learning **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 **Handbook of Research**

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