

ae D. Benitez
ourage

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 work hard on everything I can to get into a good university where I can attend college.

Writing An Educational Autobiography

**Lena Barrantes-Elizondo, Cinthya
Olivares-Garita**



Writing An Educational Autobiography:

Writing an Educational Autobiography as a Way to Become a Reflective Teacher Isti Rokhiyah, 2015 This dissertation presents my educational autobiography the result of my reflection on experiences during my school life my teaching life and my life as a mother to reveal who I am personally and professionally in my journey to become a reflective teacher a teacher who takes her students wellbeing into her mind in the everyday life of classrooms and schools In order to write my stories I searched incidences that related to my experiences with learning and teaching and making sense of them Through the process of framing and reframing my experiences I gained a better understanding of my journey as an educator and became capable of articulating my experiences along this journey My broad goal in this thesis is to improve the quality of teacher education at Universitas Terbuka UT through broadening the notion of reflection in its curriculum As writing autobiography is one of the pathways to becoming a reflective teacher I would like to experience the process of writing autobiography before I introduce the idea to student teachers I would like to experience the dark the disoriented the dreadful feeling and the brightness of writing autobiography narratively Writing my autobiography not only helped me to excavate my old lives and make meaning out of them revealing my self but also to realise the importance of learning from my experience Professionally writing my autobiography helped to overcome my fear of writing The process of making meaning of incidents was strengthened by my understanding of concepts and theories that could be used to illuminate them I gained new knowledge because writing my autobiography encouraged me to search for related literatures that helped me understand my experiences From my experience of writing my autobiography and synthesizing theories and practices of reflection in teacher education I propose ideas to improve UT s teacher education by strengthening the notion of reflection in its curriculum

Writing Educational Biography Craig Kridel, 2013-11-26 This collection examines the many influences of biographical inquiry in education and discusses methodological issues from the perspective of veteran and novice biographers

Contributors underscore the documentary interpretive and literary concerns of biographical and archival work and their essays reveal the complexity distinctiveness and sense of exploration of scholarly endeavors

Writing Educational Biography Craig Kridel, 2013-11-26 This collection examines the many influences of biographical inquiry in education and discusses methodological issues from the perspective of veteran and novice biographers Contributors underscore the documentary interpretive and literary concerns of biographical and archival work and their essays reveal the complexity distinctiveness and sense of exploration of scholarly endeavors

Strategies for Student Support During a Global Crisis Herron, Jeffrey D., Douglas, Taurean, 2021-06-25 When a global crisis impacts nearly every industry education is always one of the most impacted as students and faculty must frantically try to maintain their educational programs throughout uncertain times Beyond the educational courses themselves being shifted online or to hybrid approaches there must be a focus on the impact on students as well With newfound ways of learning new online environments and new

methods for teaching students are greatly impacted by the changing face of education. The traditional ways in which students have been served and assisted have changed rapidly and to make matters even more challenging students must handle both living in a time of crisis while adapting to swift educational transformations. The dissemination of best practices and maintaining student success during global crises is an area of research that is not only growing in interest but is critical in pandemic times. *Strategies for Student Support During a Global Crisis* reflects on how educational professionals have worked with students during global crises, how serving and teaching students have been impacted, and the best practices for student success in both online education and hybrid formats. The chapters will include topics such as mentoring models, teaching methods, educational technologies, teacher insights, academic support services, and more. This book is ideal for educational professionals, leaders, school administration, teachers, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the best strategies for supporting students and promoting student success during global crises.

Critical Approaches to Life Writing Methods in Qualitative Research Thalia M. Mulvihill, Raji Swaminathan, 2017-04-07. Life writing projects have become part of the expanding field of qualitative research methods in recent years, and advances in critical approaches are reshaping methodological pathways. *Critical Approaches to Life Writing Methods in Qualitative Research* gives researchers and students looking for a brief compendium to guide their methodological thinking a concise and working overview of how to approach and carry out different forms of life writing. This practical book reinvigorates the conversation about the possibilities and innovative directions qualitative researchers can take when engaged in various forms of life writing, such as biography, autobiography, autoethnography, life history, and oral history. It equips the reader with the tools to carry out life writing projects from start to finish, including choosing a topic or subject, examining lives as living data, understanding the role of documents and artifacts, learning to tell the story, and finally writing, performing, displaying through the voice of the life writer. The authors also address the ways a researcher can begin a project, work through the issues they might face along the journey, and arrive at a shareable product. With its focus on the plurality of life writing methodologies, *Critical Approaches to Life Writing Methods in Qualitative Research* occupies a distinct place in qualitative research scholarship and offers practical exercises to guide the researcher. Examples include exploring authorial voice, practical applications of reflexivity, exercises on the relationship between the narrator and participants, navigating the use of public and private archives, understanding the processes of collaborative inquiry and collaborative writing, and writing for various audiences.

Writing on the Wall David S. Martins, Brooke R. Schreiber, Xiaoye You, 2023-04-01. The first concerted effort of writing studies scholars to interrogate isolationism in the United States, *Writing on the Wall* reveals how writing teachers often work directly with students who are immigrants, undocumented, first generation international, and students of color embody ideas that counter isolationism. The collection extends existing scholarship and research about the ways racist and colonial rhetorics impact writing education, the impact of translingual, transnational, and cosmopolitan ideologies on student

learning and student writing and the role international educational partnerships play in pushing back against isolationist ideologies Established and early career scholars who work in a broad range of institutional contexts highlight the historical connections among monolingualism racism and white nationalism and introduce community and classroom based practices that writing teachers use to resist isolationist beliefs and tendencies Writing on the wall serves as a metaphor for the creative direct action writing education can provide and invokes border spaces as sites of identity expression belonging and resistance The book connects transnational writing education with the fight for racial justice in the US and around the world and will be of significance to secondary and postsecondary writing teachers and graduate students in English linguistics composition and literacy studies Contributors Olga Aksakalova Sara P Alvarez Brody Bluemel Tuli Chatterji Keith Gilyard Joleen Hanson Florianne Jimenez Perzan Rebecca Lorimer Leonard Layli Maria Miron Tony D Scott Kate Vieira Amy J Wan

"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 *A Contemporary Autobiography of a Science Educator* Scott D. Robinson, 2008-01-01 *A Contemporary Autobiography of a Science Educator* reminds readers that they teach who they are and understanding who they are is fundamental for meaningful communication and effective classroom instruction The book is for science educators teacher educators and others who wish to examine their own personal and professional identities in the social and cultural contexts in which their lives are embedded Just as teaching can be viewed as relationship with others this contemporary autobiography is situated on the significance of relationship with self As a contemporary autobiography the narrative reveals the author s subjective truths while digging deeply into psychosocial motives of power and intimacy The author reflects on his personal choices and career decisions that led him into and out of high school science teaching The book contains stories and reflections from summer work camp experiences undergraduate college days teacher preparation episodes and high school science teaching Story themes are diversity and leadership group identity and motivation urban teaching and teacher preparation and high school science teaching These themes evolve out of nuclear episodes of the author s storied life that brings present day understanding and meaning from past actions and interactions This kind of critical introspection may hold special relevance for teachers teacher educators and others who wish to make their own identities salient and relevant to their own needs and interests as well as the needs and interests of students teacher candidates and clients whom they serve **Booker T. Washington and the Art of Self-representation** Michael Bieze, 2008 This series explores the history of schools and schooling in the United

States and other countries The series will examine the historical development of schools and educational processes with special emphasis on issues of educational policy curriculum and pedagogy as well as issues relating to race class gender and ethnicity Special emphasis will be placed on the lessons to be learned from the past for contemporary educational reform and policy Although the series will publish books related to education in the broadest societal and cultural context it especially seeks books on the history of specific schools and on the lives of educational leaders and school founders A Memoir of an Educational Biographer Gerald L. Gutek, 2024-09-01 In his interdisciplinary memoir Gerald Gutek applies history and philosophy of education to educational biography The author was guided by his focusing goals of exploring his path to becoming an educational biographer and working generalizations with his colleagues in the field Gutek s narrative begins with the author s childhood experiences that inclined him to a career in education followed by chapters on his doctoral program in the College of Education at the University of Illinois in Champaign Urbana his teaching of history and philosophy and education in the School of Education at Loyola University Chicago his research and writing of biographies of Johann Heinrich Pestalozzi and Joseph Neef and his textbook Historical and Philosophical Foundations of Education a Biographical Introduction and issues and strategies in writing about Maria Montessori Throughout the book Gutek analyzes concepts and applications he developed as an educational biographer such as parallel biographies slice of life writing reconsidering overlooked and understudied educators and the role of place and space in telling life stories ENDORSEMENTS Readers both new to educational biography or familiar with the discipline will find a valuable account of the author s long and varied career as a biographer From his childhood memory of listening to neighbors stories in his grandfather s grocery store to encounters with the important teachers in his life Gutek brings his own story to life As he recounts the influences on his personal intellectual history and the processes of his research and writing readers gain valuable insights into the methods of an experienced educational biographer Larry Prochner University of Alberta For fifty years Gerald Gutek has been and remains one of the seminal and leading voices in the field of educational biography thus it only makes sense for him to create something new an intellectual memoir From his work on Counts in 1970 to his work on Montessori 2016 and her acolytes in the US 2020 Gutek has reliably bridged the worlds of educational history educational biography and philosophical foundations of education this work cements his legacy Gutek skillfully interweaves personal and family history with movements in educational history both formal and informal then explains how these impacted his thinking and writing Throughout this eminently readable memoir Gutek also includes political and historical context without engaging in divisiveness Scholars of life writing should give this a close reading as Gutek sprinkles nuggets of methodological brilliance throughout the manuscript Junior scholars would do well to read Gutek s more substantive sections on the methods used to write each of his books it is the academic equivalent of Master Class in textual form Ed Janak University of Toledo

Autobiography, Fan Fiction, and Education Nicola Robertson, Yueling Chen, 2025-10-02 This book illuminates the

relationship between autobiography fan fiction and education via philosophical pedagogical and formative perspectives How might we consider autobiography and fan fiction writing to be educational How can we harness the potential of fan fiction writing for pedagogical use How does the practice of creating and consuming fan fiction autobiographical texts support the formation of identity This book brings together contributors from across the world to consider the answers to these questions and more with the resulting interpretations and perspectives offering something novel in the linking of these three concepts Separated into three distinct sections the chapters in this book look first at philosophical perspectives moving on to pedagogical approaches and finally the role of fan fiction and autobiography in the formation of individual and social identities The eclectic mix of arguments methods and styles aims to provide insights to readers interested in life writing popular culture and media studies and those engaged in the multiple sub disciplines of education studies

Contemplating Curriculum Wanda Hurren,Erika Hasebe-Ludt,2013-08-29 *Contemplating Curriculum* takes up world renowned curricular scholar teacher and mentor Ted T Aoki s invitation to contemplate where curriculum scholars situate themselves in their work At the same time it probes into the historical and present conditions that make it both possible and impossible to attend to this work in classrooms and communities in mindful embodied and aesthetic ways both locally and globally The book offers a strong representative sampling of contemporary thinking in the field with a focus on contemplative approaches to curriculum In their theorizing contributors call on literary and other mixed genre formats such as creative nonfiction poetry and essay They acknowledge the importance of intergenerational dialogue and recognize the importance of time and place in curricular pedagogical and personal sense making These written and visual texts invite contemplation on notions of curriculum both planned and lived in an Aokian spirit of intertextuality

Politics, Disability, and Education Reform in the South E. Janak,2016-04-30 *Politics Disability and Education Reform in the South* explores how race gender disability and politics all came together to impact the career of one State Superintendent of Education in South Carolina who fought to improve educational conditions for African Americans women and millworkers children in South Carolina

A Dictionary of Educational Biography Charles William Bardeen,1901

The Palgrave Handbook of Educational Leadership and Management Discourse Fenwick W. English,2022-10-13 This Handbook explores the discourse within the field of educational leadership and management It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders By looking at the knowledge dynamic rather than a static knowledge base this Handbook allows research to be presented in its multidimensional evolving reality

History of Education Deirdre Raftery,David Crook,2016-04-08 Specially commissioned to mark the 40th Anniversary of History of Education and containing articles from leading international scholars this is a unique and important volume Over the past forty years

scholars working in the history of education have engaged with histories of religion gender science and culture and have developed comparative research on areas such as education race and class This volume demonstrates the richness of such work bringing together some of the leading international scholars writing in the field of history of education today and providing readers with original and theoretically informed research Each author draws on the wealth of material that has appeared in the leading SSCI indexed journal History of Education over the past forty years providing readers with not only incisive studies of major themes but delivering invaluable research bibliographies A must have for university libraries and a must own for historians This book was originally published as a special issue of History of Education

The Assessment Debate Valerie J. Janesick, 2001-11-14 An authoritative reference on one of education's hottest topics describing how the latest testing and assessment tools can be used to help improve student performance In this comprehensive review of the wealth of techniques by which students can be assessed Valerie J Janesick points out that the politics of schooling often gets in the way of student progress High stakes standardized testing is frequently based on poorly constructed unfair tests that encourage teaching to the test which actually impedes educational goals Authentic testing relies more on essays and writing samples performances demonstrations and role plays Although it is fairer and provides a measure of student growth and progress it requires more effort by teachers who also require extra training Besides discussing authentic assessment in detail The Assessment Debate includes a chronology an annotated directory of organizations supporting performance assessment a list of state coordinators for testing reform and state by state report cards

American Educational History Journal Paul J. Ramsey, 2012-10-01 The American Educational History Journal is a peer reviewed national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines The editors of AEHJ encourage communication between scholars from numerous disciplines nationalities institutions and backgrounds Authors come from a variety of disciplines including political science curriculum history philosophy teacher education and educational leadership Acceptance for publication in AEHJ requires that each author present a well articulated argument that deals substantively with questions of educational history

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 **Choreographing Creativity** Jennifer Lynne Bird, 2009-12-03 Choreographing Creativity Teaching as Artistic and Technical within the Curriculum of Composition views teaching as a combination of artistic and technical elements similar to a figure skating or dance routine Dr Jennifer Bird presents a fictional story founded in factual teaching methods to illustrate this concept The fifteen teachers in Cohort for Change join her on this journey to share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity in the current teach to the test culture of education

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Writing An Educational Autobiography Introduction

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