

Reflection Paper

I am fully aware as to why Davao City has been and continuously regarded as one of the safest cities in the Philippines. Compared to my hometown I have lived in for a long time, it is indeed a safe city to live in. One of the major factors on the system is the Police Task Forces in Davao City, who are in charge of ensuring the safety and security of the city's residents and upholding peace and order. It is fairly certain that the techniques they have established to prevent terrorist attacks in the city are absolutely astonishing. They have created the Culture of Security, which prevents the core motive that the terrorist groups need to attack the city, such as threats, entry points to access the city and the opportunity to carry out their ambitions.

The only issue I've personally noticed, both in the video and in real life is that it was brought up in the video that there are instances of reckless checkpoints in the city. One time I was visiting Davao, we had asked to disembark from the bus when we arrived in the city so that the Task Force Davao could inspect our luggage for potential threats. One thing I had trouble with throughout my bus journey was that when I got to release my bag to the officer, it did not undergo a thorough inspection that checks for threats inside the baggage, and the checking happens really quick which is very negligent and could lead to possible entry of bombs or other deadly weapons.

But, when I returned to Davao City, they checked everything properly and there was a machine checking what our bags contained which was reassuring. It is remarkable how the city quickly adapts to everything that has happened previously and how meticulous they are in maintaining peace and safety in order to prevent future tragedies like bombings that happened a few years ago. One instance is their restricting the carrying of backpacks at the Roxas Night Market to reduce the threat of bombing once more in that place. I also love the fact that they conduct random checks there. As I was wandering around the downtown area in the city, there were police that checked my backpack from time to time because they noticed that it was too bulky when in fact the contents of it are my laptop and clothes to wear since I'm looking for a rental house to reside in. Although it took quite a while because they have to inspect it thoroughly, I do not mind how long it takes for as long as I can somewhat contribute to the citizens' and the city's safety.

I've learned a lot about the Task Force Davao's movements and operations in the city after viewing the film. To sum it up, I've observed how swiftly they pick things up and adjust to new circumstances just to stop it from happening again. They not only follow safety and security procedures, but they also see to it that Davao City residents are informed and at ease. They carry out events, make announcements, and run programs to achieve this.

Who Am I Reflection Paper

Patrick Vollmar



Who Am I 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

Managers Not MBAs Henry Mintzberg, 2005-06-02 In this sweeping critique of how managers are educated and how as a consequence management is practiced Henry Mintzberg offers thoughtful and controversial ideas for reforming both The MBA trains the wrong people in the wrong ways with the wrong consequences Mintzberg writes Using the classroom to help develop people already practicing management is a fine idea but pretending to create managers out of people who have never managed is a sham Leaders cannot be created in a classroom They arise in context But people who already practice management can significantly improve their effectiveness given the opportunity to learn thoughtfully from their own experience Mintzberg calls for a more engaging approach to managing and a more reflective approach to management education He also outlines how business schools can become true schools of management

Cultural Awareness and Competency Development in Higher Education Leavitt, Lynda, Wisdom, Sherrie, Leavitt, Kelly, 2017-02-08 As the world becomes more globalized student populations in university settings will continue to grow in diversity To ensure students develop the cultural competence to adapt to new environments universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding Cultural

Awareness and Competency Development in Higher Education is an essential reference book on the latest literature regarding multiculturalism in colleges and universities focusing on administration and faculty implementation of culturally aware curriculum to support the development of students global competence Featuring extensive coverage on a range of topics including social constructivism co curricular learning and inclusive pedagogy this publication is ideally designed for academicians researchers and students seeking current research on the inclusion of culturally diverse curriculums in higher education

Applying Student Development Theories Holistically Katherine Branch, Jeanne Hart-Steffes, Christine Wilson, 2018-10-12 This book dives into student development theory unpacking key foundational and emergent theories of college student development while providing contemporary examples and application Helping aspiring higher education and student affairs practitioners grasp and use theories holistically this important text brings to life theoretical knowledge to enhance the development and learning of college and university students Showcasing a diversity of programs practices and services across a variety of institutional types Applying Student Development Theories Holistically demonstrates how professionals are intertwining the science of theory with the art of practice in multidimensional holistic ways

Building Community to Center Equity and Justice in Mathematics Teacher Education Courtney Koestler, Eva Thanheiser, 2025-06-20 This new volume of the Association of Mathematics Teacher Educators AMTE Professional Book Series provides mathematics teacher educators practical ideas of how to build community to center conversations and action on equity and justice in mathematics teacher education

Education: Opening Doors Donna Kay Cindy Kakonge, 2015-12-07 This book is a collection of sample essays that will help to improve a student s writing so they would need to use paper mills and they can learn to be better essay writers on their own

With Passion and Compassion Virginia Fabella, Mercy A. Oduyoye, 2006-01-04 An outstanding collection of original essays most published here for the first time With Passion and Compassion provides the outlines of the common struggle of Third World women to forge their own liberative theology Protestant and Catholic these women from Asia Africa and Latin America explore the question of what it means to be a Christian and a woman in the Third World The contributors to With Passion and Compassion address traditional theological topics christology spirituality the Bible But they do so from the perspective that comes out of a struggle to overcome social and economic oppression Their reflections constitute a powerful statement of faith as well as a challenge to existing structures and thinking political and patriarchal

Handbook of Counselor Preparation Karen Eriksen, 2011-12 Published in cooperation with the Association for Counselor Education and Supervision ACES

Multiliteracies, Emerging Media, and College Writing Instruction Santosh Khadka, 2019-02-25 This book proposes a broad based multiliteracies theory and praxis for college writing curriculum Khadka expands on the work of the New London Group s theory of multiliteracies by integrating work from related disciplinary fields such as media studies intercultural communication World Englishes writing studies and literacy studies to show how they might be brought together to aid in

designing curriculum for teaching multiple literacies including visual digital intercultural and multimodal in writing and literacy classes Building on insights developed from qualitative analysis of data from the author's own course the book examines the ways in which diverse groups of students draw on existing literacy practices while also learning to cultivate the multiple literacies including academic rhetorical visual intercultural and multimodal needed in mediating the communication challenges of a globalized world This approach allows for both an exploration of students negotiation of their cultural linguistic and modal differences and an examination of teaching practices in these classrooms collectively demonstrating the challenges and opportunities afforded by a broad based multiliteracies theory and praxis This book will be of particular interest to scholars and researchers in writing studies rhetoric and communication studies multimodality media studies literacy studies and language education

Learning Together to Preach John S. McClure, Allie Utley, 2023-11-10

Preaching is best learned and improved when preachers receive excellent supportive reflection on their lived experiences and sermons For nearly ten years at Vanderbilt Divinity School a group of scholars and practicing preachers joined together to develop and hone several models of peer group and individual coaching In this book they describe the key dimensions of collaborative coaching a learner centered approach to coaching that emphasizes covenant building deep spiritual curiosity care filled listening ethical awareness attention to bodies and places parallel learning careful sermon analysis and the art of asking excellent questions In the final section of the book practitioners provide examples of this kind of coaching in practice

Writing Theology Well 2nd Edition Lucretia B. Yaghjian, 2015-09-24 A working guide for students conducting theological writing and research on theology and biblical studies courses this book integrates the disciplines of writing rhetoric and theology to provide a standard text for the teaching and mentoring of writing across the theological curriculum As a theological rhetoric it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers preachers and communicators in a variety of ministerial and professional contexts This 2nd Edition includes new chapters on Writing Theology in a New Language which explores the linguistic and cultural challenges of writing theology well in a non native language and Writing and Learning Theology in an Electronic Age addressed to distance learning students learning to write theology well from online courses and dealing with the technologies necessary to do so

Teaching Intercultural Competence Across the Age Range Manuela Wagner, Dorie Conlon Perugini, Michael Byram, 2017-10-19 This ground breaking book is the first to describe in detail how teachers supported by university educators and education advisers might plan and implement innovative ideas based on sound theoretical foundations Focusing on the teaching and learning of intercultural communicative competence in foreign language classrooms in the USA the authors describe a collaborative project in which graduate students and teachers planned implemented and reported on units which integrated intercultural competence in a systematic way in classrooms ranging from elementary to university level The authors are clear and honest about what worked and what didn't both in their classrooms and during the process of

collaboration This book will be required reading for both scholars and teachers interested in applying academic theory in the classroom and in the teaching of intercultural competence

Going Global Amal Amireh, Lisa Suhair Majaj, 2014-05-01 This book explores the problematic of reading and writing about third world women and their texts in an increasingly global context of production and reception The ten essays contained in this volume examine the reception both academic and popular of women writers from India Bangladesh Palestine Egypt Algeria Ghana Brazil Bolivia Guatemala Iraq Israel and Australia The essays focus on what happens to these writers poetry fiction biography autobiography and even to the authors themselves as they move between the third and first worlds The essays raise general questions about the politics of reception and about the transnational character of cultural production and consumption This edition also provides analyses of the reception of specific texts and of their authors in their context of origin as well as the diverse locations in which they are read The essay participate in on going discussions about the politics of location about postcolonialism and its discontents and about the projects of feminism and multiculturalism in a global age

Finding Meaning in Civically Engaged Scholarship Marissa L. Diener, Hank Liese, 2009-06-01 The essays in this volume are a collection of reflective narratives rather than traditional scholarly treatises The book is divided into two parts The first part describes our individual journeys as each of us found our way to civically engaged scholarship and came to see it as critical to our academic endeavors and identity This section also highlights the interdisciplinary nature of our work as we discuss our journeys through our own disciplinary lenses The second part presents detailed examples of our civic engagement including service learning classes community based research projects and creation of community service learning spaces These chapters provide a varied picture of the available avenues for civic engagement for students and faculty in a higher education setting We provide sufficient details of our projects and classes to enable replication The book concludes with a discussion of civic engagement as it is defined in the literature The conclusion also discusses institutional factors that support and promote civic engagement as well as the importance of community involvement in service learning Five common themes that emerged across the chapters are described These themes include the use of service learning and civic engagement as an effective pedagogy the relationship between civic engagement and political activism the importance of partnership and collaboration the meaning found in civic engagement and the challenges of civically engaged work

The Seminary Student Writes Deborah Core, 2000-02-01 Deborah Core offers practical guidance for beginning seminary students who feel overwhelmed and under prepared to write the number and quality of papers their courses require The book begins with reflections on writing as a sacred action then addresses such practical matters as choosing and researching a topic outlining drafting and polishing a paper and using the proper format for footnotes and bibliography Also included are sample papers in MLA and Chicago styles and an overview of grammar and usage

Challenges of Multicultural Education Norah Peters-Davis, Jeffrey Shultz, 2015-12-03 The voices of college students and teachers vividly enlighten readers about the real world challenges of

multicultural education Courses on diversity abound in American universities today But open classroom discussion of racial and gender differences can evoke discomfort as much as new understandings Negotiating these courses takes a toll on both faculty and students as classrooms become filled with emotion Based on student and teacher experience in a range of American colleges and universities this book shows how to meet these challenges and create a truly open and beneficial environment The authors demonstrate pedagogical strategies and new approaches A vital resource for teachers students college administrators and university libraries Contents Introduction Dialogue on Diversity Teaching From Silence and Resistance to Tongues Untied The Racial Experiment Starting with a Story and Sharing the Discussion Leading Irritating Supporting Representing Identity Matters in Class What Lies Beneath Conclusion **British Association for the**

Advancement of Science. 1875. Recollections and random reflections. ... Revised and reprinted from the "Temperance Record." Thomas HUDSON (F.S.S.),1873 Events of Art and Education in Post-climate Times Carl Anders Säfström, Glenn Loughran,2025-07-18 This book concerns the urgency of thinking and acting in response to climate change through art and education While both fields are often connected through disciplinary dialogues climate change prompts a greater need to unite artists and educators around common environmental problems and goals By staging transcritical engagements this book draws out common and uncommon disciplinary perspectives that can generate new ways of thinking living and doing in the Anthropocene Ideas around courage resilience life and death emerge An expression of active non violent resistance to the ongoing destruction of our planet this book supports imaginative action popular sovereignty and the courage to live well within the challenges of our era Engaging artists and educators questions it maps significant differences and potential intersections for further enquiry Events of Art and Education in Post climate Times will be helpful for students studying art education environment sustainability and climate change It will also interest researchers practising artists and teachers in these disciplines by being at the forefront of current discussions in both fields *Using Experiential Learning in the Classroom* Scott D. Wurdinger,2005-04-13 While research and common sense tells us that experiential learning is more effective than the more traditional process of information assimilation where teachers lecture test and grade high school college and university teachers continue to use paper and pencil tests as their primary grading and assessment tool Many students fail to see the relevance of these sort of tests and are bored with passive methods of learning Using Experiential Learning in the Classroom Practical Ideas for All Educators explains what experiential learning is why it works and how it can be used in both high school and post secondary educational settings Tools for assessing experiential learning are also provided A must have resource for high school teachers and college professors Teaching Race Stephen D. Brookfield,2018-11-05 A real world how to manual for talking about race in the classroom Educators and activists frequently call for the need to address the lingering presence of racism in higher education Yet few books offer specific suggestions and advice on how to introduce race to students who believe we live in a post racial world where racism is no longer a real issue

In *Teaching Race* the authors offer practical tools and techniques for teaching and discussing racial issues at predominately White institutions of higher education. As current events highlight the dynamics surrounding race and racism on campus and the world beyond, this book provides teachers with essential training to facilitate productive discussion and raise racial awareness in the classroom. A variety of teaching and learning experts provide insights, tips, and guidance on running classroom discussions on race. They present effective approaches and activities to bring reluctant students into a consideration of race and explore how White teachers can model racial awareness, thereby inviting students into the process of examining their own white identity. Racism, whether evident in overt displays or subconscious bias, has repercussions that reverberate far beyond the campus grounds. As the cultural climate increasingly calls out for more research, education, and dialogue on race and racism, this book helps teachers spotlight issues related to race in a way that leads to effective classroom and campus conversation. The book provides guidance on how to create the conditions that facilitate respectful racial dialogue by building trust and effectively negotiating conflict. Uncover each student's own subconscious bias and the intersectionality that exists even in the most homogenous appearing classrooms. Help students embrace discomfort and adapt discussion methods to accommodate issues of race and positionality. Avoid common traps, mistakes, and misconceptions encountered in anti-racist teaching. Predominantly White institutions face a number of challenges in dealing with race issues, including a lack of precedence, an absence of modeling by campus leaders, and little clear guidance on how teachers can identify and challenge racism on campus. *Teaching Race* is packed with activities, suggestions, and exercises to provide practical, real-world help for teachers trying to introduce race in class.

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