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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| • Define the roles/tasks of each team member | | | | | | | | | | | | | | | | | | |
| • Discuss plans/actions with other classmates | | | | | | | | | | | | | | | | | | |
| • Negotiate tasks/responsibilities with other classmates | | | | | | | | | | | | | | | | | | |
| • Inform other classmates for any updates and changes | | | | | | | | | | | | | | | | | | |
| • Work well with the class members of other groups | | | | | | | | | | | | | | | | | | |
| • Know the work/responsibility of other learning groups | | | | | | | | | | | | | | | | | | |
| Transformative learning: thoughtful professional appreciations | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| • Listen reflectively to other classmates | | | | | | | | | | | | | | | | | | |
| • Express my concerns in a professional manner | | | | | | | | | | | | | | | | | | |
| • Ask useful questions | | | | | | | | | | | | | | | | | | |
| • Share my thoughts in a clear effective manner | | | | | | | | | | | | | | | | | | |
| • Resolve conflict in a courteous manner | | | | | | | | | | | | | | | | | | |
| • Give constructive feedbacks to classmates | | | | | | | | | | | | | | | | | | |
| • Show trust in other class members while learning/working | | | | | | | | | | | | | | | | | | |
| • Appreciate the performances of other learners | | | | | | | | | | | | | | | | | | |
| Transfer of My learning | | | | | | | | | | | | | | | | | | |
| Creation: constructing knowledge individually and/or socially | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| • Share my thoughts/ideas with others | | | | | | | | | | | | | | | | | | |
| • Retrieve relevant evidences/scientific information | | | | | | | | | | | | | | | | | | |
| • Analyze the usefulness of a reliable information | | | | | | | | | | | | | | | | | | |
| • Evaluate data and information critically | | | | | | | | | | | | | | | | | | |
| • Appreciate the value of reviewing research literatures | | | | | | | | | | | | | | | | | | |
| • Determine the gaps/needs of a given situation | | | | | | | | | | | | | | | | | | |
| • Recommend useful solution/information for application | | | | | | | | | | | | | | | | | | |
| • Work well with others in making plans/strategies | | | | | | | | | | | | | | | | | | |
| • Develop new knowledge/products based on the needs of the profession and society | | | | | | | | | | | | | | | | | | |
| Metacognitive Action: putting knowledge to work in another situation | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| • Participate collaboratively in the use of knowledge | | | | | | | | | | | | | | | | | | |
| • Use learned knowledge in many situations | | | | | | | | | | | | | | | | | | |
| • Fit acquired knowledge in a specific context/situation | | | | | | | | | | | | | | | | | | |
| • Apply my knowledge to individual situations | | | | | | | | | | | | | | | | | | |
| • Build my confidence in using my acquired knowledge | | | | | | | | | | | | | | | | | | |
| • Make sound decisions using my acquired knowledge | | | | | | | | | | | | | | | | | | |
| • Recognize the value of using knowledge in actual situations | | | | | | | | | | | | | | | | | | |
| • Reflect on my actual use of knowledge in a situations | | | | | | | | | | | | | | | | | | |
| • Enjoy getting feedback on how I use my knowledge | | | | | | | | | | | | | | | | | | |
| • Share the results of my knowledge use with others | | | | | | | | | | | | | | | | | | |

INSTRUCTION: COURSE EVALUATION

Please rate your level of agreement about your experience in each statements as follows:

1 = Not at all; 2 = Slightly; 3 = Fairly; 4 = Moderately; 5 = Strongly; 6 = Extremely

| Course Evaluation | My EXPECTATIONS BEFORE the course | | | | | | My ASSESSMENT AFTER the course | | | | | | IF I WERE TO TEACH the course, | | | | | |
|---|-----------------------------------|---|---|---|---|---|--------------------------------|---|---|---|---|---|--------------------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
| Intended Learning Outcomes (ILOs) | | | | | | | | | | | | | | | | | | |
| • are relevant to my professional needs. | | | | | | | | | | | | | | | | | | |
| • provide me expanded opportunities for quality learning. | | | | | | | | | | | | | | | | | | |
| • define my expected professional roles as a UST graduate. | | | | | | | | | | | | | | | | | | |
| • have reasonable probabilities of success. | | | | | | | | | | | | | | | | | | |
| • reflect the highest possible levels of performance. | | | | | | | | | | | | | | | | | | |
| Course Contents | | | | | | | | | | | | | | | | | | |
| • define the kinds of knowledge to be learned. | | | | | | | | | | | | | | | | | | |
| • show logical sequence. | | | | | | | | | | | | | | | | | | |
| • have well-structured knowledge base. | | | | | | | | | | | | | | | | | | |
| • balance coverage and depth of understanding. | | | | | | | | | | | | | | | | | | |
| • facilitate transition from one learning experience to the next. | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Activities (TLAs) | | | | | | | | | | | | | | | | | | |
| • correspond to the intended learning outcomes. | | | | | | | | | | | | | | | | | | |
| • are well-structured to meet my professional needs. | | | | | | | | | | | | | | | | | | |
| • motivate me to participate and learn. | | | | | | | | | | | | | | | | | | |
| • allow deep reflections of my learning. | | | | | | | | | | | | | | | | | | |
| • provide me constructive feedback on my performance. | | | | | | | | | | | | | | | | | | |
| Assessment Tasks (ATs) | | | | | | | | | | | | | | | | | | |
| • correspond to the intended learning outcomes. | | | | | | | | | | | | | | | | | | |
| • use authentic and performance-based strategies. | | | | | | | | | | | | | | | | | | |
| • allow me to demonstrate my acquired learning. | | | | | | | | | | | | | | | | | | |
| • promote new learning through reflections and feedback. | | | | | | | | | | | | | | | | | | |
| • motivate me to be more engaged in my learning | | | | | | | | | | | | | | | | | | |

1. What are the STRENGTHS/OPPORTUNITIES of the course?

2. What are the LIMITATIONS/CHALLENGES of the course?

3. What are your SUGGESTIONS to improve the course?

4. What are your OTHER comments, feedback, reflections or realizations about your learning experience?