

# Reflections on Teaching

The books and articles I have read while doing research for my project have contained more ideas for developing self-regulated learning in students than I could possibly implement in any given year. That said, there are some general ideas to encourage self-regulated learning which I will always use.

Having a clear idea about what needs to be accomplished is integral to several aspects of self-regulated learning, therefore I would make goal setting not only part of every semester, but part of every month, week and even every assignment. In order to establish a goal, a student must have a clear idea about what they want to accomplish, which begs the question of why they want to accomplish that goal instead of some other? Good goal usage requires achievable, realistic steps, recognition of progress or lack thereof, and reevaluation along the way. I believe that the process of goal creation can help a teacher get to know a student and the way that they think. It also can empower the student by allowing them to decide what they would like to strive toward, and provide an impetus for bonding celebration once goals are accomplished.

Reflection will always be a large part of my instructional strategy as well, because it is part of the way a student takes ownership over their work and begins the process of deciding how they would like to direct their next efforts. Reflective writing, self-assessments, essays about "How I Earned an A, or Not," and letters of advice to the next class who has to complete the assignment could all be part of the completion process. Self-assessments can be done in groups, as well as with the class, sharing best practices with each other as well as what they will do differently next time. If students are having trouble thinking about what practical use the assignment or project has for them, I might assign a follow up assignment to research what jobs or careers use those skills, perhaps even inviting adults in various fields into the classroom to talk about how they implement what we learned.

In general, I have learned from my project that it is important to introduce as many learning strategies as possible, so that the students can learn which strategy works best for them. (While I learn about the student at the same time.) I will attempt, at various times, to teach to all of the different types of intelligences that Gardner elucidated, incorporating lessons that stimulate several types of learners at once if possible. My goal will always be to learn, along with the student, the ways that they assimilate information best, and then help them decide how they can use that information for future academic success. For example, if a student knows about themselves that they can memorize facts better through song, that writing notes on cards ingrains information, that drawing pictures helps organize thoughts for an essay, or that whenever they walk creativity flows, they have discovered something that will be applicable far beyond the curriculum. At the same time, it will make them a more successful student in the present.