

ST. XAVIER'S INSTITUTE OF EDUCATION
2021 - 2022

SELF-REGULATED LEARNING

NOTICE

Dear students,

As you are aware, the Self-regulated Learning (SRL) sessions are scheduled on Monday, 28th March, 2022. SRL is a purposeful activity that requires focused deliberations on your part. To facilitate the same, you would need to follow the timetable given below;

Time Slot	F.Y.B.Ed.	S.Y.B.Ed.
8:30 a.m. to 9:40 a.m.	CC1 – Childhood and Growing Up	CC5 – Contemporary India and Society
9:40 a.m. to 10:50 a.m.	CC2 – Knowledge and Curriculum	IDC4 – Creating an Inclusive School
10:50 a.m. to 11:10a.m.	BREAK	
11:10 a.m. to 12:20p.m.	IDC1 – Gender, School and Society	EC3 – Action Research / Env.Edu / Guid & Coun.

In the given time-slot, you are required to work on the activity specified for the respective course, either individually or in groups, as instructed by the respective faculty. Since this is an outcome-based activity, you need to ensure the following;

- Submit a plan of action along with relevant references to the faculty concerned with a particular course.
- Work out the plan thereafter on other days, through library study and then submit the final product as instructed by the faculty concerned.

A follow-up will be conducted by the faculty concerned on a date specified by them. You are required to maintain the seriousness of the activity and not indulge in any other task other than the assigned work. Attendance record will be strictly maintained for the day.

Dr. Sosamma Samuel
Principal

Dr. Geeta Shetty, Dr. Elvina Pereira
Timetable Coordinators

SELF-REGULATED LEARNING

UNIT 6: THE HISTORY TEACHER

A) QUALITIES OF A HISTORY TEACHER				
Self-regulated	Topic	Task	Reflection	Outcomes
Task Analysis Goal Setting Performance Control – Time management Resource management Knowledge management Self-reflection	Unit 6(a) Qualities of a History teacher	Task – Elaborate on the qualities of an effective history teacher. Examine the effect of qualities of a history teacher on outcomes of disciplinary knowledge , thinking skills , social skills and moral skills of school students. <i>(How does Teacher qualities affect students' learning outcomes?)</i> Create a small chart of the qualities you possess now and qualities you have to achieve to become an effective history teacher	Self- analysis What are the qualities you have observed in yourself and developed during the project based courses like community work, internship and other college activities? Analyse the gap between what are the qualities I have and what I have to develop in myself as a teacher after studying this unit.	The student at the end of this activity will be able to <ol style="list-style-type: none"> 1. Explore the qualities of an effective History. 2. Deduce the qualities of an effective history teacher in Open Educational Resources and other references. 3. Compile the inputs of the lecture series of Academic Disciplines to School Subject (Sir Almeida, Prof Swarupa and Dr Rashna Poncha and Ms Hawabibi) on the qualities of history teacher. 4. Emulate the qualities of history teacher in their internship lessons as well as other teaching activities.
B) PROFESSIONAL GROWTH OF A HISTORY TEACHER – NEED AND AVENUES FOR PROFESSIONAL DEVELOPMENT				
Self-regulated	Topic	Task	Reflection	Outcomes
Task Analysis Goal Setting Performance Control Time management Resource management Knowledge management Self-reflection	Unit 6(b) Professional growth of a History teacher – Need and Avenues for professional development	Task Explain the need for professional growth of a History teacher. Create a concept map of the avenues of professional development and its significance	Self- analysis Insights into professional development you have gained as a student teacher and prospective teacher Explore the reflections of experienced history teachers who have achieved professional heights.	The student at the end of this activity will be able to <ol style="list-style-type: none"> 1. Examine the need for professional development of a history teacher 2. Explore the avenues for professional development of a history teacher 3. Compile the different avenues of the professional development of a history teacher 4. Explain the significance of professional development of a history teacher on her/his professional growth.

SUGGESTED READING

Unit 6 a

Effective Teaching in History: The Perspectives of History Student-Teachers

- https://www.researchgate.net/publication/279537543_Effective_Teaching_in_History_The_Perspectives_of_History_Student-Teachers
- Teachers' Pedagogical Knowledge and the Teaching Profession
- https://www.oecd.org/education/ceri/Background_document_to_Symposium_ITEL-FINAL.pdf
- Perspective of a Teacher as Nation Builder
- <http://magazines.odisha.gov.in/Orissareview/2014/Sept-Oct/engpdf/23-27.pdf>
- In search of essence of a good teacher
- <https://korthagen.nl/wp-content/uploads/2018/06/In-search-of-the-essence-of-a-good-teacher.pdf>
- Tailoring History to Technology: The History Teacher's Perspective.
- <https://core.ac.uk/download/pdf/234673993.pdf>

Unit 6 b

Effective Teacher Professional Development

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Why professional development matters?

<https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf>

Professional development of teachers

<https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf>

Models And Best Practices in Teacher Professional Development

https://www.infodev.org/infodev-files/resource/InfodevDocuments_294.pdf

REPOSITORIES

Library References - Teaching History Section

Presentation and reference of the lecture series on Academic Disciplines and School Subjects.

Presentations and References on LMS



ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI

Academic Year: 2021-23
First Year B.Ed.

Pedagogy of School Subject 1: History
Semester II

Self-Regulated Learning
Qualities of a History Teacher

Submitted By
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Roll No: 14

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Qualities of a good history teacher

- 1. Loves learning and teaching history:** Quality of a good history teacher is that he/she is passionate about history, teaching of history and about young people. Such teachers are genuinely considerate towards their students and convey their love towards history which can be evidently showcased in their classroom.
- 2. Are reflective in nature:** Such teachers question themselves as to what worked during the time of their class and what didn't. Takes positive and negative feedback from the students and then works on the same by making changes both in content and method of teaching.
- 3. Develop the IQ of the class:** Such teacher's cognize when the content in the textbooks are simplified. Thus, create curriculum that encourages their students to excel in the classroom and to think analytically about important intellectual topics and themes
- 4. Collaborate with their colleagues:** Such teachers engage in productive discussions with their colleagues, ask for advice and mentoring, have regular online sessions with other teachers from different institutions and with fellow subscribers to professional journals and on blogs.
- 5. Life long learners:** They are knowledgeable about history, strive to learn new things throughout their lives, and look for additional information to enrich class discussions. Such teachers constantly look for and include fresh, diverse historical material, cutting-edge teaching techniques, and they reassess their historical convictions as they absorb additional content.

6. Creating respectful classroom environment: Establish civil surroundings in the classroom. Such teachers listen to their students and value their opinions, give them the freedom to speak openly about their intellectual ideas and personal beliefs, inspire respect for and tolerance of opposing views and attitudes, and frequently adopt cutting-edge teaching strategies that are tailored to the needs of their pupils.

7. Teach about social justice and celebrate diversity: The teacher teaches about the importance of celebrating diversity, they serve as an example of democracy, and impart social justice lessons. The teacher fosters an environment in the classroom where students can learn about the diversity of the Indian population, are taught about democracy and are role models for democratic principles, and are guided in realising that their greatest work is produced when they seek to improve social justice.

8. Good story tellers: The teacher creates stories and employs well-crafted themes to enhance their plot by drawing chronological parallels between the past and the present. Such instructors demonstrate to their students how the past illuminates the present, devise and teach from a list of overarching course themes that offer "bottom line" messages to their pupils, develop lessons that illustrate the themes, and motivate their students to demonstrate their understanding of the themes as well as critique and develop new themes of their own.

9. Inculcates historical thinking among students: The teacher teaches their students about the historical significance, the use of primary source evidence, the recognition of continuity and change, the analysis of cause and effect, the adoption of historical perspectives, and the ethical considerations involved in historical interpretations. When these ideas are taught together, they establish a relationship between historical

thinking, which refers to actively engaging with historical materials to develop a thorough grasp of historical events and processes.

Effects of qualities of a good history teacher

1. Thinking skills: Historical thinking encompasses being able to describe, analyse, evaluate, and construct various interpretations of the past, as well as being aware of how the specific circumstances and contexts in which individual historians work and write shape their interpretation of past events. Teachers can help students in thinking critically and analysing or investigating the causes and effects of any historical event that occurred. For example , A teacher could introduce a historical event, such as World War I, and ask why it occurred and how it affected other countries. Students would implement critical thinking skills to determine the causes and consequences of World War I. Teachers could use current examples of the Russia-Ukraine conflict to encourage students to examine the causes and consequences of the conflict.

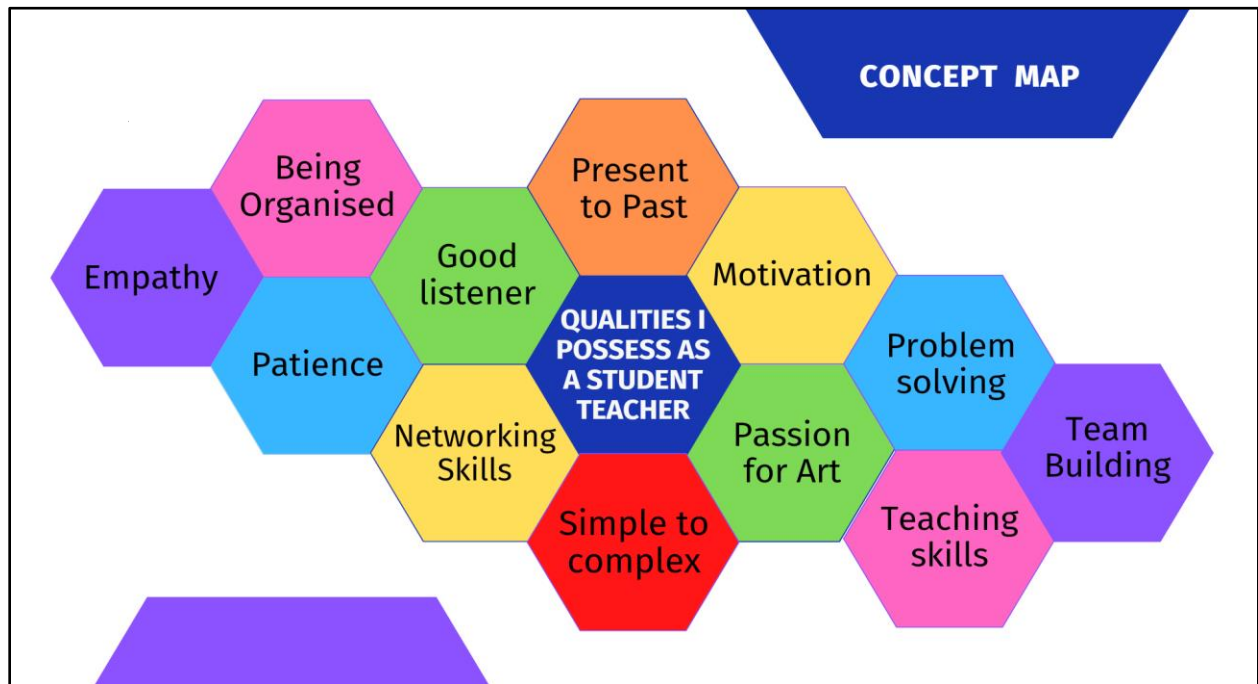
2. Social skills: Since the history teacher must serve future generations through his social service, his role is similar to that of a responsible social worker. He can be said to have completed his mission if he was successful in steering the lives of children in the right direction. Teachers can help students develop their social skills by organising excursions, historical trips, and historical exhibitions where students can gather and socialise with other people or their peers.

3. Disciplinary skills: The qualities of the history teacher affects the disciplinary skills of students in various ways. 4. The teacher with good

knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. A teacher, beyond the traditional concept of teaching, requires to monitor the overall performance and development of the child. Child development is directly associated with teaching as it helps the teacher to understand the child's level of understanding, his ability to grasp the knowledge, his ability to analyse the context, his ability to successfully perform the tasks both cognitive and physical. Different methods in teaching helps students to process information, learn strategies to learn different concepts and perform different task, It help students to bypass their areas of weakness and to perform at the level at which they are capable and also prevents students from being bored.

4. **Moral skills:** By teaching stories of individuals and situations teacher enable the students to test your own morals and values. Students can compare it to some real and difficult situations individuals have had to face in trying times. Looking to people who have faced and overcome adversity can be inspiring. You can study the great people of history who successfully worked through moral dilemmas, and also ordinary people who teach us lessons in courage, persistence and protest.

Task:



Reflection:

In this B.Ed. journey through we have learned many things from community work, internship and other college activities like developing empathy, being organized, having lots of patience, being a good listener, developing a good networking skills, connecting present to past, teaching from simple to complex, having passion for art, developing motivational and problem solving skills within our self as well as others, establishing team building among others, and developing teaching skills. In order to be more professional in this teaching industry there were many more qualities I needed to improve and develop like professionalism, developing time management, having creative thinking, developing leadership skills, gaining a good public speaking skill, being more flexible and having a good communication.

Need and avenues for professional growth of a history teacher

History is the study of the humans in the past (including the study of change, continuity of time and the cause and effect to humans over time). According to historian Peter Stearns, "the past causes the present, and so the future. Sometimes fairly recent history will suffice to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change." History is called the Mother of all subjects, because the understanding of any subjects begins with the understanding of its history. Teaching in itself is a profession that requires constant development of the student and teacher. Looking from this with a perspective of a History Teacher, we can see the following as the need for professional growth.

- **Ever-changing needs of students and teachers:**

Every year, a teacher interacts with a new set of students; they need to develop the skills to observe and analyse the students, to come up with different learning experiences that are in sync with the content and the context of the students. Similarly, a history teacher must modify the learning objectives and specifications according to their needs.

For E.g. A history teacher notices her class has students who are interested in acting. With most chapters, a teacher can provide an opportunity to perform a roleplay, and bring history alive and active to the classroom. Thus the students are involved and participate wholeheartedly.

- **Filling in the content gaps in the content:**

Many a times, the content in history textbooks focus on quantity of content rather than in depth coverage of content matter. This leads to a lacunae in the form of educational gaps in the content and a disconnect between sentences in the textbooks. Children have grown up listening to stories and folktales as they are growing up. When they find such content gaps, they may find it tough to logically connect the content in their minds.

For e.g. The Std VIII textbooks talks of British, French, Dutch and Portuguese traders trying to get their dominance in Indian trade. It directly shifts to the point that the British East India Company has now become a dominating force and others are opposing them to survive. Here the History teacher plays an important role by researching how the British grew in dominance.

- **Analysis of primary and secondary sources:**

For example, teachers can look for different perspectives and biases through primary and secondary sources on the experience of immigrants in the 19th century (e.g., comments by immigrants themselves and comments about immigration by the media and politicians). Balancing the representativeness of certain types of sources, such as diaries, and considering a mix of quantitative and qualitative (visual and textual)

sources is another important challenge for this kind of topic as it is a discussion of how to assess different levels of trustworthiness in sources of immigration experience can conclude this skill exercise.

- **Evaluate recent historical writings by examining how historians develop different interpretations:**

For example, shifting concepts of race have changed the way historians interpret key aspects of slavery and Reconstruction in U.S. history, and the types of evidence and theories they use. What are the main differences from previous approaches? Analysis of how historians use evidence. For example, examining recent articles in major historical journals in several different fields (political history, diplomatic history, social history or gender history) is a good way to examine different kinds of evidence, but also to examine any patterns in the ways historians build arguments from evidence.

- **Understanding prejudices and perspectives:**

This skill is most clearly used when evaluating primary sources, but is also important when dealing with secondary school content. Teachers can test biases and perspectives by comparing textbook treatment of controversial issues such as cast, gender, slavery and how they have changed over time.

- **Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of values of that time:**

Society and its values keeps on changing with time. However history remains the same. Personalities, dates, places mentioned within our history texts remain the same. This brings upon a challenge, where we may choose to evaluate an individual's goodness with their actions based on our present set of morals and beliefs. However, we must remember that these personalities are a product of that time. Hence, the teacher must paint an accurate picture of what the society was at the point of time people are learning about. It's like stepping into a canvas

and getting lost in a new world, perhaps 100 or 1000 years ago. Unless you learn the ways of living back in those days, you can never truly understand many decisions taken, historical events that have occurred.

We have looked at some of the reasons a History teacher really needs to evolve in her pedagogical and content knowledge over time. Further we will look at various avenues that help a history teacher grow.

Seminars

When a teacher attends various seminars and conferences her knowledge increases. She can use this knowledge in her teachings and provide students with new and updated information. This makes the teaching learning more interesting and enriching.

Use the most recent educational technology

The teacher needs to be updated about the new technology. She should make use of it in her teachings and make the lesson simpler and interesting for the students

Increase her content and pedagogical knowledge:

A teacher should continuously be reading about subject and find new ways to teach it. For example: how a certain newspaper article can be useful for her in the class. A teacher should be able to use contemporary examples and connect it to the topic

Reader

A teacher should be a reader. She should constantly be updated about the current affairs and the things happening around the globe along with her content knowledge. She should also encourage students to read by initiating reading clubs and having discussions about what is being read. This helps in building critical thinking among students.

Research papers

When a teacher publishes research papers it helps her to increase her knowledge as she refers to the works of various other researchers. The more papers she publishes the more she learns and makes her classes more effective.

Field trips

A teacher should try arranging as many field trips as possible as students learn more by seeing and experiencing things rather than just hearing or reading about it. This builds up curiosity to learn more about that topic

Hosting foreign exchange students:

When a teacher hosts a student from a different country, she can experience and know more about their culture, tradition, beliefs, etc. This will help the teacher to bring multi-cultural aspect in her teachings

Action researcher:

Action research helps the teacher to know what techniques work for what kind of students. The pros and cons of a certain technique and in what ways she can use it in her class. Action research not only helps the teacher itself but also her colleagues and fellow teachers. Feedback from them can be used to make it more effective and useful for the students.

Concept Map



Reflection:

Through community work, internship and other activities various development took place such as teaching skills, classroom management, personal skills and other qualities to prepare for the teaching profession as a student teacher and prospective teacher. The professional development developed under teaching skills were making developmental questions, giving impromptu examples, using non verbal expression, incorporating various digital and non digital resources in unique and creative ways, etc. The different classroom management skills learned were being gentle and friendly with everyone, sharing jokes to gain students attention in the subject and developing morale for positive growth in students. The different personal skills developed in order to become more professional were being creative, establishing good rapport, be more realistic while teaching, continuing improving your confidence, many anger despite of any situation, having smooth interaction with everyone around you, time management, building team work and cooperation among students, peers, and people around us, refining your leadership and communication skills and being more professional in nature.

Through internship and other activities we also learned about various skills and qualities we as an experienced history teacher should possess. These different skills and qualities were having thorough knowledge of the subject, understanding child psychology, knowledge and use of different methods of teaching, knowledge of regional, provincial and local history of places, knowing of current events, showing originality in your interaction and teaching, being sympathetic, creative, imaginary and gaining the ability to act and control any situation, having a broader outlook and strong memory, having an impressive and interesting personality, being a good story teller, building the capacity of undertaking various tours and excursion and creating the decoration of the classroom and atmosphere according to the subject.

References:

- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.historydiscussion.net/history/successful-history-teacher-qualities-qualifications-and-characteristics/496&ved=2ahUKEwjM-K_ikuD5AhVVEHAKHdYbAfkQFnoECBEQBQ&authuser=1&usq=AOvVaw3uEHq8-71EDfuHROU_3hPM
- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.themuse.com/advice/job-skills-learned-in-college&ved=2ahUKEwjVgKH6kuD5AhWTgMYKHfP3DWwQFnoECBAQBQ&authuser=1&usq=AOvVaw1bWSpnsaiA_mXyBXv_5mQP
- <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.oxfordedu.ca/5-qualities-that-make-a-great-community-service-worker/&ved=2ahUKEwjbxNyLk-D5AhXSd94KHeNFBtkQFnoECAkQAQ&authuser=1&usq=AOvVaw0CDTBzQhO1S4duqbZ6cdII>

CORE COURSE 1 (CC 1) CHILDHOOD AND GROWING UP
MODULE 2: PERSPECTIVES OF HUMAN DEVELOPEMENT
Unit 4: Methods and Approaches of Studying Human development

- a) Methods: Observation (Participatory And Non- Participatory)
- b) Experimental & Clinical.
- c) Approaches: Cross Sectional, Cross Cultural, Longitudinal.

Approach: Four- Quadrant Model of Facilitated Learning (4QM)

The four-quadrant model of facilitated learning (4QM) is used by teachers and practitioners in selecting effective learning strategies based on changing needs of the learners during acquisition of new skills.

The quadrant 1 includes strategies that use direct instructions from the facilitator to the learner to inform the goal, requirements, and nature of the task. Strategies include explicit instructions and explanations, demonstrations, physical patterning and/or lower order questions to learner with direct prompts. At quadrant one, the learner requires the facilitator to indicate the nature of task and/or characteristics of performance, which identifies as dysfunction.

The quadrant 2 includes strategies that are less direct, which involve learner in the process of decision making. They are hint of suggestions, such as higher order questions, feedback, physical prompts, nonverbal prompts, and think-aloud modelling.

The quadrant 3 includes external strategies that involve the learner reminding or prompting himself/herself using observable strategies. These strategies include prompting strategies, mnemonics, verbal self-instructions, visual cues, and kinesthetics self-promptings.

The quadrant 4 includes internalized strategies for monitoring and evaluating self-performance, which are necessary for autonomous performance. The examples include self-instruction, self-questioning, and self-monitoring. At quadrant 4, the child can function, whose performance completed successfully with automatic internalized strategies.

Quadrants	Description
Quadrant-I (e-Tutorial)	Shall contain Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc, along with the transcription of the video.
Quadrant-II (e-Content)	Shall contain self-instructional material, e-Books, illustrations, case studies, presentations, Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles, etc.
Quadrant-III (Discussion Forum)	Discussion forum for raising of doubts and clarifying them on a near real time basis by the Course Coordinator or his team.
Quadrant-IV (Assessment)	Shall contain problems and solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.

Groups

Group 1	Group 2	Group 3
Methods : Meaning, Merits/ Advantages, Limitations, Educational Implications		
Observation (Participatory And Non- Participatory)	Experimental	Clinical
1. Almeida Marilyn 2. Barretto Dominica 3. Bhuvad Pratiksha 4. Carval Neral 5. Carvalho Aakansha 6. Chiramal Diana 7. Coutinho Nevelle 8. Coutinho Sanica	1. Crasto Sinera 2. Deandra Selvanathan 3. Dedhia Srishti 4. Dias Meral 5. Dodti Maurisa 6. Dsouza Joel 7. Fatima Shabbir Hasan 8. George Sharlet	1. Gomes Myron 2. Gonsalves Joanita 3. Gonsalves Nicole 4. Gonsalves Rhea 5. Jain Khushbu 6. Karkada Melissa 7. Khatri Nimra 8. Lalin Raja Devasahayam
Group 4	Group 5	Group 6
Approaches: Meaning, Merits/ Advantages, Limitations, Educational Implications		
Cross Sectional	Cross Cultural	Longitudinal
1. Lopes Osden 2. Makwana Anjanaben 3. Mascarenhas Malavika 4. Misquitta Delviya 5. Mulla Sana 6. Nissy Elizabeth Daniel 7. Nunes Eslinda 8. Pandey Kileshwar	1. Parokkaran Blessy 2. Patel Tanvi 3. Pereira Aldrina 4. Pereira Sanorita 5. Pinto Leeandra 6. Rodrigues Adele 7. Rodrigues Sally 8. Rudagi Pooja	1. Sant Kunvar Gaurav 2. Saroj Vindhya 3. Singh Aarti 4. Soreng Sunil 5. Thever Rachel 6. Tiwari Kinjal 7. Tuscano Saloni 8. Ujjainwala Fatema 9. Vaz Samantha

Question 1

What according to you is child-centered education? How will you promote it? What was your source of inspiration for promoting child-centered education?(thinkers, your own teachers, any stories, social media, films, songs or any other experience. (100-200 words minimum, no upper limit) *

Child centered education begins with teachers involving students in a classroom to share in decision making processes and believing in their capabilities. When a child learns about the relevance of the subject in discussion it makes learning more interesting for them. Creative learning makes a child choose the focus of the content he/she can use their imagination to come up with interesting takes on the same subject that they adapt with the teaching process that enlightens them. Brainstorming and engaging the child through dialogue methods with each other helps these children to match their interests with different skills and concepts. It requires children to be active participants and be responsible participants for their own learning. It includes the overall development of a child's development and physical capabilities along with intellectual abilities, cognitive or mental abilities, emotional abilities, and social skills.

Child-centered teachers engage in an active learning process to help the children to develop these knowledge and skills needed in all areas. A child centered education covers an overall development of a child which involves theoretical, practical, value based learning and experiences. I remember my Primary standard teacher Ms. Sonia who took us to the AV room and showed us a movie of Oliver Twist which was a very big and lengthy lesson In English but till date because of this unique experience we had, I still remember the story and each and everyone of us had so much of fun learning this lesson. I had Freire as my educational reformer who contributed a lot towards the building of a healthy education system, a healthy atmosphere for children to not study but learn . This teacher of mine was like a reformer who made us learn in a different way and who gave us a different teaching method and experience.

The NEP 2020 has built the curriculum of school education to make students more responsive and the curriculum.

What I learnt is that I could apply this when we are future teachers. As teachers, we should ask children to solve puzzles, make them do different activities, paint, engage themselves. In extra curricular activities, cut pictures from magazines or newspapers, read dictionary words in a fun way and explain the story behind such activities. These should also focus more on eye-hand coordination like making models from clay or dough, keeping a cooking class for both girls and boys, Drawing rangolis, arranging sports activities, etc. What this will do is that it will help the child to grow with time, speed and brain stimulation. We also ensure that there is no gender bias among children when it comes to performing activities. Everybody should participate in every activity without any discriminating factors coming into the picture.

<https://youtu.be/kaMB6Rw8XzA>

This is a link to the movie taare zameen par which is just a movie that touches your heart. This video clip is a small way of demonstrating how traditional and modern teaching methods make such a huge impact in a child's development and his psychology.

I would like to conclude this essay with a short poem written by Me to Freire.

In school we have no choice
We ought to learn subjects that are rational
Society tells us "Be professional"
No one told us "Be passionate"
Like a lamb so innocent and mild,
Like a mischievous, gentle child
Discouraged with Red Remarks,
We all sometimes needed attention like hungry sharks.
Like the crystallizing water,
Which we see so clearly,
But... Do we know the depth?
Oh Barely!
Freire oh dear Freire
Paint their minds and thoughts
Free their burden, untie their knots.
Inspire their love, knowledge and truth.
Be their guiding light,
Lead our youth
I've come to a frightening conclusion
That in the heart of these seeds buried so deep,
They shouldn't think of themselves
As the decisive Element
Freire oh dear Freire
Help them not be the decisive elementary But help be the world's ornaments.
-Rachel Thever

Question 2:

Any suggestion, comment or view about the self-regulated learning *

I personally think this self regulated study system is a great way for us as students to prepare our essay type questions. This will also help us to prepare ourselves for our upcoming exams and is a great technique for revision.