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**Metacognition**

**1. Explain five strategies that you can use to promote [metacognition](https://kusoma.ku.ac.ke/mod/lesson/view.php?id=919929" \o "Metacognition) in learning.**

I can promote [metacognition](https://kusoma.ku.ac.ke/mod/lesson/view.php?id=919929" \o "Metacognition) in learning by encouraging learners to keep a metacognitive  awareness inventory and record their knowledge of cognition. For example, knowing a collection of strategies to use for learning. They can also record their regulation of cognition. This entails, for example, setting goals and planning.It can also be done by providing opportunities for peer and self assessment self-regulated learning skills. This can be done through practice and giving feedback. Further, explicitly indicate what you do not want. This can be done by providing a performance criteria. Next, encourage think alouds for [metacognition](https://kusoma.ku.ac.ke/mod/lesson/view.php?id=919929" \o "Metacognition). Lastly, I can provide access to mentors who will mentor them further on [metacognition](https://kusoma.ku.ac.ke/mod/lesson/view.php?id=919929" \o "Metacognition).

**2. Consider your own teaching philosophy. What is your metaphor for teaching and learning?**

My teaching philosophy is that a teacher is a guide for the learner.

Considering my own teaching philosophy, my metaphor for teaching and learning is that a teacher is a catalyst that speeds up reactions but is not itself consumed. The reactions in this case are the students while 'speeding' refers to the climbing up of the academic ladder.  Teachers guide learners  to get equipped with relevant knowledge and skills as they climb  up  the academic ladder. The teachers remain teachers throughout their lives (although some may change professions), hence are not consumed or they do not change. However, the students are absorbed into a multiplicity of professions and careers after school.