FAILURE ANALYSIS & PREVENTION
lifelong learning reflection

OVERVIEW
As you know, a big part of the Failure Analysis and Prevention course is development of skills and attitudes that help you attain success in unstructured learning experiences. To emphasize the importance of this aspect of the course, ten percent of your grade comes from assessment of your competency in life-long learning skills.

Olin’s current definition of life-long learning competency is: Student is able to identify and to address his/her own educational needs in a changing world. One of our course learning objectives is aimed directly at life-long learning skill building. This learning objective appears in the syllabus as follows: Demonstrate a capacity for self-directed learning, including goals-setting and selection of learning strategies, time and effort management, motivation management, resource discovery, and self-reflection and self-assessment.

LLL SELF-REFLECTION
You are much better equipped to reflect upon and assess your life-long learning skill development than I am. As such, I would very much like each of you to write a statement of the role of the Failure course in your development as an autonomous learner. Please provide one page (maximum) of reflective comments on how this course has affected your capacity for life-long learning. Submit your self-reflection to me via email (word or pdf format).

Some aspects of the course experience that you may consider reflecting upon include the following:

- **Your stated goals.** Most of you took some time to identify learning goals at the start of the term. Of course, learning need identification and goal setting are important aspects of lifelong learning. Did you make some progress toward your goals? Did you identify some different goals during the course?

- **Personal attributes and social interactions:** This relates to your learning style, interactions with your peers and instructors, perseverance, motivation, interest, self-regulatory skills, ability to relate classroom learning to your values or context, etc.

- **Cognitive and metacognitive development:** You are asked to design, initiate, and manage projects and experiments throughout the semester. You are in control of much of your content acquisition and learning processes. You identify problems and knowledge needs, you establish goals, you diagnose issues, and you plan, monitor, and modify your learning strategies. You likely reflect on your experiences and adjust your thinking, behaviors, or processes in response to your self-evaluations.

- **Identification, use, and evaluation of information resources and tools:** For our projects, you need to locate relevant information sources, assess the quality and relevance of the information, and demonstrate the ability to work with this information by contextualizing it and adding your own interpretation. You must find effective ways to communicate your findings to your instructors and peers. In addition, you select tools (equipment, software, etc.) that are appropriate for your project goals. In some cases, you may have taught yourself how to use new tools or techniques.

Please provide some thoughtful reflection on your lifelong learning development, not just a statement of what you’ve done in the course. Has the course format helped your skill building in these or other areas? Have you learned anything about your learning style, behaviors, or needs?