

**406 FINAL By AN.K Compilation**

**Book 406**

**FINAL TERM 2021**

**QUIZ 3+4**

**Past + cURRENT  
COMPILED BY AN.K**

1. A Mnemonic is a \_\_\_\_\_ **learning technique**
2. The most important feature of becoming a reflective practitioner is the focus on \_\_\_\_\_ **why to learn**
3. An objective is a clearly defined target that has the following characteristics  
\_\_\_\_\_ **SMART specific, measurable, achievable, realistic, timed**

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4. The lowest level of cognitive domain in Bloom's Taxonomy is \_\_\_\_\_ **knowledge**
5. SMARTER stands for \_\_\_\_\_ **specific, measurable, realistic, timed, energizing and relevant**
6. The pastoral role of teacher is intended to provide students \_\_\_\_\_ **care and attention**
7. The most significant factors that affect work based learning are \_\_\_\_\_ **accreditation and assessment**
8. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
9. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
10. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**
11. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
12. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
13. Knowing-in-action is described by Schon as **When we cannot say what we know**
14. What are the major mechanisms involved in critical thinking for the reflective practitioner? **both 'a' and 'b'**
15. Creative Thinking is not critical thinking because **It is emotive**
16. 'Looking out' **is a combination of A range of viewpoints about experiences**
17. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
18. DATA refers to **the four steps analytical process necessary for guiding reflection**
19. What is reflective practice? **Process of action to improve the professional role**
20. What is the impact of reflective practices on the teacher **It leads higher quality practice**
21. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
22. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
23. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
24. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
25. Which of the following is not reflection in a professional setting? **Object-led**
26. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
27. Reflection-on-action can **be described as Thinking about what to do**
28. Which of the following is NOT a principle of Reflective Practice? **None**
29. Which of the following is NOT one of the four steps in action research? **Developing a professional measurement instrument**
30. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
31. Critical thinking is \_\_\_\_\_. **All of the above**

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32. What are three levels of reflection? **Technical, practical and critical**
33. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**
34. Interpretation is the skills of **Understanding and transmitting**
35. Critical Reflection involves which of the following? **Analyzing and evaluating**
36. Action Research is **Process, Collaboration, Improvement, Practice, Communication**
37. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
38. The most significant part of the model is **Learning from reflecting**
39. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**
40. When we think habitually, **we ignore data**
41. Double loop learning involves **Changing personal approaches**
42. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**
43. Is not reflection in a professional setting? **Object-led**
44. Best practice approach teachers must. **Be committed to professional dialogue with other teachers**
45. Critical reflection facilitates \_\_\_\_\_ learning. Fosters **transformational** learning
46. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
47. What is reflection practice? **Process of action to improve the professional role**
48. Best describes a regular learning network. **learning "hub" which challenge practice and policy**
49. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**
50. The Reflective Practitioner must \_\_\_\_\_. **None of the above**
51. Reflection is NOT \_\_\_\_\_. **simple 'tick box' activity**
52. The Reflective Practitioner has adapted \_\_\_\_\_. **Both 'a' and 'b'**
53. Reflective writing focuses \_\_\_\_\_. **On all aspects of an experience**
54. The most important feature of becoming a reflective practitioner is the focus on \_\_\_\_\_ **how to learn.**
55. An objective is a clearly defined target that has the following characteristics **specific and measureable.**
56. Socratic Method is about \_\_\_\_\_ **questioning.**
57. The most significant are that affect work based learning \_\_\_\_\_ **accreditation and assessment.**
58. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**
59. Working inductively means to \_\_\_\_\_ **identify a goal and explore strategies to achieve it**
60. By having an open-minded attitude, the Reflective \_\_\_\_\_ **Practitioner is more reflective**
61. Reflection can be \_\_\_\_\_ **negatively influenced by A lack of objectivity**
62. The Professional \_\_\_\_\_ **Development Journal is A subjective dialogue**
63. We understand \_\_\_\_\_ **frames through the use of Metaphors to communicate logic**
64. The Reflective \_\_\_\_\_ **Practitioner has adapted Ways of knowing**
65. The study of parts of the \_\_\_\_\_ **community fall in Knowledge**

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66. Concept-based learning means \_\_\_\_\_  
\_\_\_\_\_ **the Reflective Practitioner Works with deeper levels of conceptual understanding**
67. Being committed \_\_\_\_\_  
\_\_\_\_\_ **to the profession means being responsible for continuing professional development**
68. Concepts determine \_\_\_\_\_ **the frames for perception**
69. A Reflective Practitioner is able to \_\_\_\_\_ **Think 'outside the box'**
70. We develop theories-in-use as Reflective Practitioners \_\_\_\_\_ **to Explain situations**
71. Effective writing in a Professional Development Journal \_\_\_\_\_ **May include diagrams and drawings**
72. Exploring practice using inductive action planning requires \_\_\_\_\_ **Clearly identified evidence sources**
73. An effective action plan is \_\_\_\_\_ **Precise**
74. Professional knowledge relates to \_\_\_\_\_ **Communication skills**
75. A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_ **Targets, planning, evaluation**
76. Reflective writing \_\_\_\_\_ **Links theory to practice**
77. Our assumption can \_\_\_\_\_ **be Perceptual.**
78. A product for a teacher might include. \_\_\_\_\_ **All of above**
79. A paradigm shift is. \_\_\_\_\_ **Brings a new set of concepts**
80. Reframing for new learning is. \_\_\_\_\_ **Focused on inventing new strategies**
81. Concept formation involves. \_\_\_\_\_ **Perception, abstraction, generalization**
82. The highest level of Bloom taxonomy is. \_\_\_\_\_ **Evaluation**
83. Using a reflective action plan is valuable. \_\_\_\_\_ **To set targeted action points**
84. The Professional development Journal supports the RP to. \_\_\_\_\_ **Reflect on experiences**
85. Inductive learning is. \_\_\_\_\_ **None of the above**
86. SOAR stands for \_\_\_\_\_ **strengths, opportunities, aspirations and results**
87. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
88. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
89. How many principles of AI \_\_\_\_\_ **5**
90. Social skill in Gibb's model include **Accepting responsibility**
91. AI cycle consists of **4** elements
92. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
93. Which of the following is not the component of Dewey's inquiry cycle \_\_\_\_\_ **implement**
94. How many stages of Boud's triangular representation of reflective learning \_\_\_\_\_ **three**
95. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased classroom**
96. Within the domain there are \_\_\_\_\_ proficiencies that the reflective practitioner can focus on \_\_\_\_\_ **3**
97. Teacher competence framework has **4** components
98. **Interpersonal** learning through feeling, values and attitudes
99. The teacher competency model enables teachers to develop their \_\_\_\_\_ **identity**
100. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
101. The teacher also must possess interpersonal skill that foster \_\_\_\_\_ **peer collaboration**
102. There are **9** characteristics of high performing schools.

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103. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**
104. The lowest level of cognitive domain in Bloom's Taxonomy is \_\_\_\_\_ **knowledge**
105. The benefits of utilizing (MI) theory are \_\_\_\_\_ **it generates a broad survey of experiences across levels and disciplines**
106. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
107. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
108. SMARTER stands for \_\_\_\_\_ **specific, measurable, restrict, timed, energizing and relevant**
109. Which of the following is not the component of Dewey's inquiry cycle \_\_\_\_\_ **implement.**
110. Boud's formulated the model in \_\_\_\_\_ **1985.**
111. How many stages of Boud's Triangular Representation of Reflective Learning \_\_\_\_\_ **three.**
112. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.
113. How many phases of reflection are? \_\_\_\_\_ **Six**
114. Gibbs reflective cycle has **six** stages.
115. How many Principles of AI? \_\_\_\_\_ **Five**
116. The Objects of Action Research Enquiry Are \_\_\_\_\_ **All of these**
117. Action research engages teachers in a cycle of \_\_\_\_\_ **experience, critical reflection and action.**
118. The \_\_\_\_\_ **'a' and 'b'**



1. 'Fairness' in terms of professionalism mean \_\_\_\_\_ **supporting all students regardless of their problems**
2. How many levels does Bloom's taxonomy has \_\_\_\_\_ **three**
3. A Mnemonic is \_\_\_\_\_ **a learning technique**
4. The pastoral role of teacher is intended to provide students \_\_\_\_\_ **care and attention**
5. Socratic Method is about \_\_\_\_\_ **questioning**
6. Teacher competence framework has \_\_\_\_\_ components \_\_\_\_\_ **4**
7. Group thinking act as a barrier to reflective practice because it \_\_\_\_\_ **creates stereotyped views**
8. The biggest challenge of work-based learning are \_\_\_\_\_ **communication gap**
9. The teacher competency model enables teachers to develop \_\_\_\_\_ **their identity**
10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example \_\_\_\_\_ **All of the above**
11. Self-regulation is a \_\_\_\_\_ process. \_\_\_\_\_ **linear one-way**
12. SMARTER goals are \_\_\_\_\_ specific, measurable, realistic, timed, energizing and relevant
13. The term team means \_\_\_\_\_ **a group of people working together**
14. Questions of Assumption- force the reflective practitioner to \_\_\_\_\_ **understand and reflect on information.**
15. Heterogeneous teams are more creative in nature because team member \_\_\_\_\_ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is \_\_\_\_\_ **knowledge**
17. The teacher also must possess interpersonal skill that foster \_\_\_\_\_ **peer collaboration**
18. The Norming stage in the team development is where \_\_\_\_\_ **People take on their roles efficiently**
19. How many domains of teacher identity \_\_\_\_\_ **three**
20. How many continuums of work based learning are \_\_\_\_\_ **2**
21. The most significant factors that affect work based learning are \_\_\_\_\_ **accreditation and assessment**
22. Which one of the following is not related to work based learning \_\_\_\_\_ **Professional Failure**

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23. The four steps in Socratic Method are \_\_\_\_\_
24. Effective team members are good at five C's in team composition. One of them is \_\_\_\_\_ **Communicating**
25. Within the domain there are \_\_\_\_\_ proficiencies that the reflective practitioner can focus on. \_\_\_\_\_ **3**
26. Learning from day to day chaos means \_\_\_\_\_ **learning from day to day experience**

### QUIZ NO 3

1. The reflective practitioner has to go through the four stages \_\_\_\_\_ while maintaining dialogic diaries which are \_\_\_\_\_ **Uncertainty, enthusiasm, lack of enthusiasm and habit**
2. Lesson study focuses more on \_\_\_\_\_ **Student learning**
3. Change can also be \_\_\_\_\_ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective \_\_\_\_\_ **Evaluative**
4. A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. \_\_\_\_\_ **Teacher**
5. The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. \_\_\_\_\_ **Eliciting**
6. The reflective practitioner needs to engage with one key understanding that is \_\_\_\_\_ **professionalism.**
7. Written reflection is positive and useful because \_\_\_\_\_ **It is possible to evident all the experiences**
8. Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_ **Decide**
9. How many steps in Socratic questioning are \_\_\_\_\_ **6**
10. Peer monitoring is a \_\_\_\_\_ **Professional relationship between reflective practitioner and colleague**
11. Enactive learning is the learning by \_\_\_\_\_ **Doing and experiencing consequences of actions**
12. Situated learning focuses on teacher learning to make them to \_\_\_\_\_ **Think critically and originally**
13. Reflecting with colleagues is very important because \_\_\_\_\_ **only helps us integrate in school and feel valued with other professionals**
14. Questions of Assumption is \_\_\_\_\_ **force us to define our task**
15. Which one of the following is the higher level of blooms taxonomy \_\_\_\_\_ **Knowledge**
16. \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order \_\_\_\_\_ **3**
17. What type of skill reflective practitioner needs to develop \_\_\_\_\_ **flexible**
18. Asynchronous discussion allows: \_\_\_\_\_ **dialogue occurs sometimes after experience**
14. A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. \_\_\_\_\_ **Mentor**
15. The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. \_\_\_\_\_ **Eliciting**
16. Supervision in education is made up of: \_\_\_\_\_ **Collaborative Observation and Feedback**
17. \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order. \_\_\_\_\_ **Three**
18. Dialogue can be a self-assessment tool for reflective practitioner in: \_\_\_\_\_ **Assessing knowledge and Practice**
19. Which of the following are the primary processes of Socratic Method \_\_\_\_\_? **The constructive process**
20. Lesson study focuses more on: \_\_\_\_\_ **student learning**
21. Enactive learning is the learning by \_\_\_\_\_ **Doing and experiencing consequences of actions**
22. Written reflection is positive and useful because \_\_\_\_\_ **It is possible to evident all the experiences**
23. The role of reflecting team in collaborating observation is to: \_\_\_\_\_ **Listens to the dialogue without interrupting**



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24. Which one of the following is the lower level of blooms taxonomy\_\_\_\_\_

**Evaluation**

25. Mentor can take on different roles for reflective practitioner like a: \_\_\_\_\_**All of these**

26. The conversation in the 7 C's model for supervision can create understanding for:\_**Students**

27. The reflective practitioner needs to engage with one key understanding that is \_\_\_\_\_**professionalism**

28. In asynchronous discussion teacher: \_\_\_\_\_**Reflect on theories learnt about teaching**

29. The reflective practitioner ensure that inter-professional learning is effective at many levels like: \_\_\_\_\_**all of the above**

30. Reflecting with colleagues is very important because: \_\_\_\_\_**helps us integrate in school and feel valued with other professionals**

31. There are \_\_\_\_\_ characteristics of high performing schools: \_\_\_\_\_**9**

32. There are some particular drivers of inter-professional learning for reflective Practitioner like:\_\_\_\_\_**all of these**

33. There are some principles involved in inter-professional learning which:\_\_\_\_\_**Increase professional satisfaction**

34. Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we have which are affecting the information.**

35. What type of skill reflective practitioner needs to develop \_\_\_\_\_?**flexible**

36. How many levels of bloom taxonomy are: \_\_\_\_\_**6**

37. An academic portfolio is an evolving collection of: \_\_**Experience and experiments over time**

38. Peer observation helps you to: \_\_\_\_\_**Provide evidence**

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39. Changes can also be \_\_\_\_\_ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. \_\_\_\_\_ **Evaluative**

40. The goal of lesson study is to improve the: \_\_\_\_\_ **experience provided to the students**

41. As an observer you need to: \_\_\_\_\_ **do all the above**

42. Which one of the following is the higher level of blooms taxonomy \_\_\_\_\_? **Knowledge**

43. A community of practice can be described as a group of \_\_\_\_\_ working together to achieve a common goal. \_\_\_\_\_ **People**

44. Teacher collaborating is a means for reflective practitioner to get feedback which should be

45. Peer coaching in differentiated supervision is where: \_\_\_\_\_ **Two teachers work as a team**

46. Situated learning focuses on teacher learning to make them to: \_\_\_\_\_ **Think critically and originally**

47. Peer observation focuses on four key areas which are: \_\_\_\_\_ **Planning, teaching strategies, management, assessment**

48. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to \_\_\_\_\_ **questions of consistency**

## FINAL TERM CURRENT 2021

1. The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are \_\_\_\_\_ Uncertainty, enthusiasm, lack of enthusiasm and habit

2. Lesson study focuses more on \_\_\_\_\_ Student learning

3. Change can also be \_\_\_\_\_ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective \_\_\_\_\_ Evaluative

4. A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. \_\_\_\_\_  
Teacher



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5. The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. \_\_\_\_\_  
Eliciting
6. The reflective practitioner needs to engage with one key understanding that is \_\_\_\_\_ professionalism.
7. Written reflection is positive and useful because \_\_\_\_\_ It is possible to evident all the experiences
8. Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_.  
Decide
9. How many steps in Socratic questioning are \_\_\_\_\_ 6
10. Peer monitoring is a \_\_\_\_\_ Professional relationship between reflective practitioner and colleague
11. Enactive learning is the learning by \_\_\_\_\_ Doing and experiencing consequences of actions
12. Situated learning focuses on teacher learning to make them to \_\_\_\_\_  
\_\_\_\_\_ Think critically and originally
13. Reflecting with colleagues is very important because \_\_\_\_\_  
\_\_\_\_\_ only helps us integrate in school and feel valued with other professionals
14. Questions of Assumption is \_\_\_\_\_. \_\_\_\_\_ force us to define our task
15. Which one of the following is the higher level of blooms taxonomy \_\_\_\_\_.  
Knowledge
16. \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order \_\_\_\_\_ 3
17. What type of skill reflective practitioner needs to develop \_\_\_\_\_ flexible 18.

### 5 February Quiz 3

1. Socratic Method is about **questioning**

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2. How many steps in Socratic Questioning are **2**
3. Question of Assumption is **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.**
4. An objective is a clearly defined target that has the following characteristics. **All of above**
5. The lowest level of cognitive domain in Bloom's Taxonomy is **Knowledge.**
6. Which of the following is the lower level of blooms taxonomy **Application**
7. Reflecting with colleagues is very important **because it helps in professional growth**
8. The most important feature of becoming a reflective practitioner is the focus on **how to learn**
9. Learning from day to day chaos means **learning from day to day experience.**
10. The four steps in Socratic Method are **eliciting, clarifying, testing, deciding**
11. Which of the following are the primary processes of Socratic Method **Constructive**
12. How many domains of teaching identity **3.**
13. Gayle's process of development is divided into. **Three parts**
14. Teacher competency framework has **6** components.
15. Fairness in terms of professionalism mean **supporting all students regardless of their problem.**
16. Change can also be **Evaluative** i.e. how we go about and think about our work and even the outcomes can also be looked at from a change.
17. The pastoral role of teacher is intended to provide students **care and attention**
18. Which of the following is not related to the work based learning **Professional Failure**
19. Smarter Goals are **specific, measurable, realistic, timed, energizing and relevant**

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20. A Mnemonic is **a learning technique**
21. The term 'team' means **a group of people working together with a common goal**
22. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to **Questions of consistency**
23. The teacher also must possess interpersonal skills that foster **Peer Collaboration**
24. How many levels does Bloom Taxonomy has **6**
25. The most significant factor that affect work based learning are **accreditation and assessment**
26. Within the domain there are **3** proficiencies that the reflective practitioner can focus on.
27. The question that reflective practitioner can ask at this **Eliciting** Socratic Method is what do you already think at this point.
28. What type of skill reflective practitioner needs to develop **Flexible**
29. Teacher competency model enable teachers to develop **their identity**
30. Highest performing schools have **nine characteristics**
31. Questions of Assumption force the reflective practitioner to **understand and reflect on information**
32. The biggest challenge of work based learning are **communication gap.**

### AN.K COMPILATION

CURRENT MCQs 2021 FINAL TERM

1. Grounded theory can be described as ...\_\_\_\_\_ inductive theory
2. Vital for the teaching professional is \_\_\_\_\_ the ability to become adaptive
3. During evaluation theory and experience should be \_\_\_\_\_  
Evaluated
4. Involved in reflection is \_\_\_\_\_ all of the above
5. How many domains of teaching identity  
\_\_\_\_\_ 3

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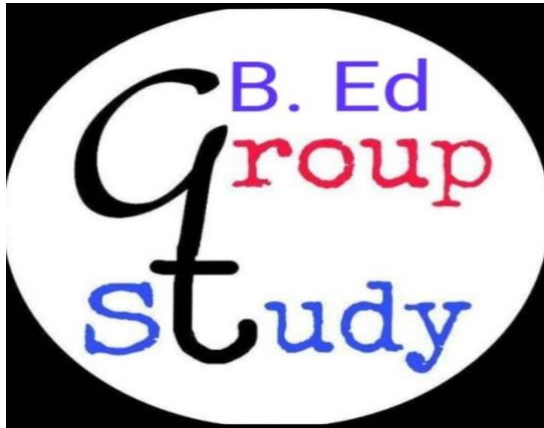
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6. Knowledge is only useful when it is \_\_\_\_\_ reflected upon
7. The benefits of peer mentoring include \_\_\_\_\_ all of the above
8. Goals should be \_\_\_\_\_ realistic
9. The most important feature of becoming a reflective practitioner is focus on \_\_\_\_\_ why to learn
10. Reflection investigates \_\_\_\_\_ Pedagogy and content
11. A team has \_\_\_\_\_ all of the above
12. Engaging is systematic reflective means making it an integral part of .... Practice \_\_\_\_\_ daily
13. Reflective practice is becoming more widely used supported by \_\_\_\_\_ new understandings about how people learn
14. The educational environment for the reflective practitioner comprise \_\_\_\_\_ team dynamic
15. Dewey explains that reflection should be \_\_\_\_\_ all of the above
16. The creation level of bloom's taxonomy relates to \_\_\_\_\_ both a and b
17. Reflection on antecedents \_\_\_\_\_ influences theory and antecedents
18. The process of becoming a reflective practitioner cannot be \_\_\_\_\_ prescribed
19. How many levels does blooms taxonomy has \_\_\_\_\_ six
20. The reflective practitioner uses dialogic reflection for \_\_\_\_\_ Identify the professional role
21. The supervisor \_\_\_\_\_ Investigates
22. The initial phases of Gibb's cycle can include description of \_\_\_\_\_ Own action
23. The dimensions of professionalism describe \_\_\_\_\_ the teacher career of other
24. Schon provides \_\_\_\_\_ A schema for improved ways of thinking

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25. According to the boud model \_\_\_\_\_ Reflection occurs at both an emotional level an
26. Which of the following phase in 5D appreciative inquiry approach is sometimes referred to as \_\_\_\_\_ Design
27. Taking ..... time helps teachers to accept such feelings that are a natural part of the change \_\_\_\_\_ solitary
28. A key word which describes peer mentoring is \_\_\_\_\_ Mutuality
29. John's model includes stages of \_\_\_\_\_ all of the above
30. Reflective practice provides \_\_\_\_\_
31. There are .... Characteristics of evaluation instrument \_\_\_\_\_
32. The most important feature of work based learning is the focus on \_\_\_\_\_
33. We can reflective with students by \_\_\_\_\_
34. Which of the following is the sixth step involved in each \_\_\_\_\_ COMPILATION



### Tuesday 3 August 2021 (QUIZ BY AN. K) QUIZ NO 3

- 1) Which of the following is a characteristic of storming stage of team development for reflective practices?

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People take on their roles efficiently

**Conflict arises in the group (not sure)**

People understand how to work to achieve a common goal

People start to know each other

2) How many parts Ghayle's process of development can be divided into?

Four parts

**Three parts**

Five parts

Two Parts

3) Which of the following is a characteristic of self-regulated teacher?

Critically analyze other's work

Regulate instructions for others

**Able to think about the way they are thinking**

Control over work role of others

4) Which of the following is a characteristic of self-regulated teacher?

Critically analyze other's work

Regulate instructions for others

**Able to think about the way they are thinking**

Control over work role of others

5) Which of the following is the most important feature of work based learning?

Teacher training

Work related learning

**How to learn**

Professional growth

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6) Effective team members are good at five C's in team composition. One of them is

Comparing

**Communicating**

Controlling

Completing

7) The term team means a group of people working

For their individual goals

**Together with a common goal**

Together

Individually

8) what is norming stage in team development?

People start to know each other

People take on their roles efficiently

People understand how to work to achieve a common

**Conflict arises in the group**

9) Which of the following is the most important feature of work based learning?

Teacher training

Work related learning

**How to learn**

Professional growth

IN Socratic method, how many types of questions are used to develop thinking from lower to high order?

**6 Six**

2

8

4



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Which of the following is considered a valuable outcome of work-based learning?

Disciplined mind

Better communication

**Self-directed learning**

Increased productivity

How many levels of task interdependence in team organization?

2

4

5

**3**

### Monday 16 August 2021 QUIZ#4

Theory building operates on both levels: abstract and

**Empirical**

Horizontal

Vertical

Real

Force the reflective practitioner to consider data and information over time to see that information is consistent relates to

**Questions of consistency**

Questions of Logic

Questions of Precision

Questions of Relevance

In Socratic method questions of assumption force the reflective practitioner to look at the information and

Evaluate

Remember

Analyze

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#### Understand

Which is NOT included in Grounded Theory comparison?

Knowledge

Events

People

Places

GT stands for **Grounded Theory**

Which of the following is closer to Vygotsky's sociocultural learning theory?

#### Experiences shared with a community of professionals

Experiences shared to the community practitioners

Experiences shared through reflection

Experiences communicated to the community of learners

Development of practice is greatly increased if teachers

Start reading newspaper

Make strict decisions

#### Share their experiences (conceptual not sure)

Obey heads

Within the domain there are proficiencies that the Reflective practitioner can focus on.

#### 3

1

4

2

Highly skilled dialogue helps mentor and RP to

Support interaction of ideas

Execute one's perspective

Develop a power gap

Show the authority of mentor

## 406 FINAL By AN.K

### Compilation

Teamwork can assist in the development and promotion of interprofessional.

Interests

Interactions

Harmony

#### Communication

Which of the following is an effect of situated learning on teachers?

Implement the existing practices

Develop connection between teacher and student

Think critically and originally

Implement the model strategies

Team work can contribute to which one of these?

Individual development

#### Job satisfaction

Stoical development

National Progress

What does learning from day to day chaos means?

Learning from others

Learning alone

#### Learning from day to day experience

Learning throughout the year

According to Halliday's social-semiotic perspective which of the following macro functions a language perform?

Cohesiveness, textual and identical

#### Identical, intrapersonal and textual

Ideational experiential), interpersonal and textual

Interpersonal, textual and communication

## 406 FINAL By AN.K

### Compilation

Which of these required for effective schooling?

Individual efforts

Stoical efforts

**Coordinated efforts** Effective schooling requires coordinated and concerted efforts from teachers

National efforts

Which one of these is a characteristic of narrative research?

Interesting

Identifiable

**Explanatory**

Justifiable

What does a reflective practitioner expects from mentor?

Dedication

Trust

Political support

Friendship

Which of the following option is suitable when teacher collaborating is a means for reflective practitioner to get feedback?

**Focused, evidence-based, constructive, timely**

Evidence-based, frequent, timely, useful

Focused, every day, evidence-based, varied

Focused, frequent, varied, useful

Which makes predictions about future or other events?

Construct

**Generalization**

## 406 FINAL By AN.K

### Compilation

Validity

Replication

Which of the following is a characteristic of best peer mentoring?

Listen to the reflective Practitioner

**Honest in terms of the exchange of information ,**

Be one of many influences

Remain open to the share experience

Which of the following is a phase of reflective space?

Re-evaluation

Implication analysis

Storing

Normings

IPL stands for **Inter Professional Learning**

RP stands for **reflective practice**

Which of the following are processes for the creation of academic portfolio?

**Connection, selection reflection collection**

Identification reflection , connection collection

Observation collection, reflection selection

Reflection selection collection, evaluation

Which of the following is NOT a critical element of the dialogic process in terms of reflection?

Understanding

**Observation...**

Trust

Empathy

# 406 FINAL By AN.K

## Compilation

'Does this all make sense together? This question belongs to which type of Socratic questioning?

Precision

Relevance

Equity

**Logic**

NOT considered to be category of Knowledge?

Can be transmitted through social interactions and socialization

Tacit knowledge

Cultural knowledge

**Previous Knowledge**

Which one of the following is the reason of creativity in a heterogeneous team?

Better at working together

Have higher pace of work

Efficient coordination

**Have more conflicts (which I understand by handouts)**

In which of the following, dialogue can be a self-assessment tool for reflective practitioner?

Observing teacher's behavior

Assessing class discourse critically

Observing student's behavior

**Assessing knowledge and practice**

In 1900 who provide one coding?

Strauss

Glaser

## 406 FINAL By AN.K

### Compilation

Corbin

**Strauss and Corbin**

Repeated and similar findings is known as

Select the correct option

Validity

**Constructs**

Replication

Generalization

Refined category of data analysis includes which kind of interview?

Fourth

Third

First

Second

How many levels of task interdependence in team organization? **Three**

What is the non-directive role of a mentor?

Researcher

Counselor

Guardian

Observer

What are the four steps involved in Socratic method?

Question, clarify, experience, review

**Elicit, clarify, test, decide**

Plan, formulate, implement, evaluate

Design, discuss, apply, reflect

How many stages are there while considering situated learning to support reflective practice. **4**

Theory building attempt to construct and... **Evaluate**



## 406 FINAL By AN.K

### Compilation

In which of these peers observation helps you?

Identify your own professional development needs

Provide evidence of student learning experience

Explaining teaching skills to your colleagues

Maintain class discipline

Effective team members are good at five C's in team composition. One of them is

Comparing

Controlling

**Communicating**

Completing

Which of the following is an issue related to difference in mentoring?

Insight

**Perspective**

Implication analysis

Framing

Which is NOT relevant to Grounded Theory?

Deductive

Experiences.

Inductive

Phenomenon

## 406 FINAL By AN.K

### Compilation

When differentiated supervision is occurred in peer coaching?

**Two teachers work as a team**

Which of the following is a characteristic of best peer mentoring?

**Honest in terms of the exchange of information**

The goal of lesson study is to improve the: **Experiences provided to the students**

Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_. **Decide**

The conversation in the 7 C's model of supervision can create new understanding for:

**Students**

Theory building operates on both levels: abstract

and \_\_\_\_\_. **Empirical** Team work can contribute

to which one of these? **Job satisfaction**

Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**

In 1900 who provide one coding? **Strauss and Corbin**

Inter-professional learning happens at the level of the timetable and allocation of resources within the timetable and

\_\_\_\_\_. **Curriculum**

Learning occurs when we tried to close the gap between which one of these? **What we think we know and what we actually know**

Which of the following is NOT Interpersonal discourse? **Skeptical**

An academic portfolio is an evolving collection of: **Experiences and experiments over time**

Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to \_\_\_\_\_. **Questions of consistency**

## 406 FINAL By AN.K

### Compilation

Basic means of human knowledge

acquisition are \_\_\_\_\_. **3**

Theory building attempt to construct

and \_\_\_\_\_. **Evaluate**

Which one is a NOT a part of Specific domains shared by Communities of practice?

**Success stories**

The process of knowledge management fits with the notion of which of these practitioner?

**Reflective**

In terms of goal setting, what does the acronym SMARTER stand for? **specific, measurable, action-oriented, realistic, time-bound, energizing and relevant**

Effective team members are good at five C's in team composition. One of them is:

**Communication**

One circle in the Venn Diagram represents which kind of experience? Concrete

How many phases have John Model for Structured Reflection (2000)? Two

Which category best describes the concerns related to confidentiality, rights to privacy, informed consent? Ethical

Reflecting on \_\_\_\_\_ is very significant for the reflective practitioner because it informs the decisions that you make in the classroom. Values

Concepts bases teaching and learning required \_\_\_\_\_ to relate facts with concepts. Deeper intellectual

The Jo-Hari Window is a communication model used to improve understanding \_\_\_\_\_. For individual and between individual

Which of these relationships are important for professional growth? Collaborative

Reflective practice is about learning from acquired experience.

Which one of the following elements are considered in technical rationality?

Conceptual leaning is not about \_\_\_\_\_. Working harder

The teacher making appropriate correct judgments about their role and responsibilities within the school is called \_\_\_\_\_ competence. Ethical

Which of these term best describe the emancipator phase Critique of practice regarding conflicts distortion

The reflection which relies on self-questioning and also develop awareness for the teacher of their own assumption is termed as \_\_\_\_\_. Informal reflection

Conceptual learning is a process to organize and apply knowledge in a logical way

Kinaesthetic refers to \_\_\_\_\_. Learning through interaction with one's environment

Which one of this process is referred to Informal reflection? cyclical

Inductive learning is the process of learning and reasoning from detailed facts to general principles.

Which of the following is called "light bulb moment"? Critical incident

The reflective writing gets very skewed and not realistic when we look objectively at \_\_\_\_\_ experiences. All

Occupation specific tasks are included in \_\_\_\_\_ competence. Functional

Formulation of a detailed problem statement at an early stage can Prevent the process of learning from experiences.

Trying to understand the ideas behind the fact NOT just looking at the facts is known as: Analysis

We are involved in non-critical thinking process when we \_\_\_\_\_. Rely on reason rather than emotion

A self-imposed barrier to reflective practice is \_\_\_\_\_. Negative Ideas

Complete change in perspective is referred to \_\_\_\_\_. Paradigm shift

Looking back at things which has happened to us in the classroom is known as \_\_\_\_\_ writing.  
Reflective

Open area in Johari window will expand \_\_\_\_\_ with feedback from others in your team. Horizontally

New concepts emerge with the making of new \_\_\_\_\_. Questions

Which one of the following, thinking about historical/political perspectives on the problems are being encountered? Critical reflection

One code kind of learning is called \_\_\_\_\_ learning. Single-loop

which of the following helps teachers to generate new knowledge and ideas in reflective practice?  
Evaluating the existing practice

The final part of reflection include reflecting forward and \_\_\_\_\_. Reflecting backwards

\_\_\_\_\_ process allows colleagues and others to share ideas and issues. Participatory

A reflective practice must demonstrate a commitment to a personal code of values. It includes: All

-----is the process of consciously thinking through what is happening and this helps us again an understanding and to make meaning from what is going on in our lives. Reflection

How many attributes are there for a teacher to become a critical thinker? 9

The fact that different people with different experience are likely to approach problems in different ways depends on: Reframing matrix

Which beliefs are behind to make the causal relation of frames? Assumptions

What are three attitudes required in the process of reflective thinking? Open-mindedness, whole-heartedness and responsibility

Test ideas- Try out new practices or with settings that work in contrasting ways.

Synergistic thinking is essential for \_\_\_\_\_ development. Intellectual

What is the most significant barrier to reflective practice? Lack of Knowledge

In the reflective process, there must be a room for \_\_\_\_\_. Failure

Which of the following is the most important question a reflective practitioner can ask in the final step of Hegarty's framework for reflection? What did you learn?

According to Mezirow, loss of job, divorce, marriage, back to school or moving to a new culture; all called as \_\_\_\_\_. Disorienting dilemma

Planning and leading is the part of professional \_\_\_\_\_. Skill and Application

Which category best describes the concerns related to confidentiality, rights to privacy, informed consent? Ethical

Framework for Reflection on action has all phases EXCEPT \_\_\_\_\_. Critical

The process of concept formation has \_\_\_\_\_ significant phases: Three

The ultimate goal of the Johari Window is to enlarge the open area.

The most complex part of reflective writing is \_\_\_\_\_. Interpretation

At non-reflective action level, a reflective practitioner Explores new approaches to think differently

## EDU406 Quiz # 3 MCQs Solved

### Compiled by Tanveer Online Academy

- Asynchronous discussion allows: **dialogue occurs sometimes after experience**
- A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. **Mentor**
- The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. **Eliciting**
- Supervision in education is made up of: **Collaborative Observation and Feedback**
- \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order. **Three**
- Dialogue can be a self-assessment tool for reflective practitioner in: **Assessing knowledge and Practice**
- Which of the following are the primary processes of Socratic Method \_\_\_\_\_? **The constructive process**
- **Lesson study focuses more on:** **student learning**
- Enactive learning is the learning by \_\_\_\_\_ **Doing and experiencing consequences of actions**
- Written reflection is positive and useful because \_\_\_\_\_ **It is possible to evident all the experiences**
- **The role of reflecting team in collaborating observation is to:** Listens to the dialogue without interrupting
- Which one of the following is the lower level of blooms taxonomy \_\_\_\_\_? **Application**
- Mentor can take on different roles for reflective practitioner like a: **All of these**
- The conversation in the 7 C's model for supervision can create understanding for: **Students**
- The reflective practitioner needs to engage with one key understanding that is **professionalism**
- In asynchronous discussion teacher: **Reflect on theories learnt about teaching**
- The reflective practitioner ensure that inter-professional learning is effective at many levels like: **all of the above**
- Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**
- There are \_\_\_\_\_ characteristics of high performing schools: **9**
- There are some particular drivers of inter-professional learning for reflective Practitioner like: **all of these**
- Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to: **Questions of Relevance**
- 
- There are some principles involved in inter-professional learning which: **Increase professional satisfaction**
-



## EDU406 Quiz # 3 MCQs Solved

### Compiled by Tanveer Online Academy

- Questions of Assumption- force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.
- What type of skill reflective practitioner needs to develop \_\_\_\_\_? flexible
- How many steps in Socratic questioning are \_\_\_\_\_? 6
- How many levels of bloom taxonomy are: 6
- An academic portfolio is an evolving collection of: Experience and experiments over time
- Peer observation helps you to: Provide evidence
- Peer observation focuses on four key areas which are: Planning, teaching strategies, management, assessment
- Changes can also be \_\_\_\_\_ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. Evaluative
- The goal of lesson study is to improve the: experience provided to the students
- Peer monitoring is a:
- As an observer you need to: do all the above
- Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_. Decide
- Which one of the following is the higher level of blooms taxonomy \_\_\_\_? Evaluation
- Questions of Assumption is \_\_\_\_\_. force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information
- A community of practice can be described as a group of \_\_\_\_\_ working together to achieve a common goal. People
- Teacher collaborating is a means for reflective practitioner to get feedback which should be: Focused evidence based.....
- Peer coaching in differentiated supervision is where: Two teachers work as a team
- Situated learning focuses on teacher learning to make them to: Think critically and originally
- 
-

# Grand Quiz Edu 406

## Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

## Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

## Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg.294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

## Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

## Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

## Question 7:

▪

**What are the major mechanisms involved in critical thinking for the reflective practitioner?**

- Self-regulation ▪ interpretation
- both „a“ and „b“
- None of the above **question 8:**

**Creative Thinking is not critical thinking because**

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on „black-and-white“ thinking **Question 9:**

**‘Looking out’ is a combination of \_\_\_\_.**

- A range of viewpoints about experiences
- Looking around“ and „looking back“
- Perspectives which direct the focus of attention
- None of the above

**Question 10:**

**Which of the following assumptions does NOT underlie action research?**

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

**DATA refers to pg.40**

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

**3:**

**What is reflective practice?**

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

**4:**

**What is the impact of reflective practices on the teacher**

- It leads higher quality practice
- It changes teacher“s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments **5:**

**Which of the following about teacher's teacher's professional knowledge and understanding is true? Once reflection becomes a habit you will not need to develop your reflective skills further**

- 
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

**What does 'a lack of conceptual clarity' mean?**

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

**According to Brookfield, which is the most powerful lens for teachers?**

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

**Which of the following is an example of 'warm' feedback?**

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

**Which of the following is not reflection in a professional setting?**

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

**The 'critical lenses' refer to**

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

**Reflection-on-action can be described as \_\_\_\_\_**

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

**Which of the following is NOT a principle of Reflective Practice? Pg.8**

**Select correct option:**

▪

- It is problem-oriented
- It is based on action research
- It is data-driven ▪ It is research-led

4:

**Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

**Re-theorising is the means by which Reflective Practitioners \_\_\_\_.**

**Select correct option:**

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

**Critical thinking is \_\_\_\_.**

**Select correct option:**

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

**What are three levels of reflection?**

**Select correct option:**

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

**What is question/ analysis in the reflective cycle?**

**Select correct option:**

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

**Interpretation is the skills of \_\_\_\_.**

**Select correct option:**

- Understanding and transmitting
- Cognition and communication
- Thinking and talking

▪

- Receiving and sending information

2

**Critical Reflection involves which of the following?**

**Select correct option:**

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating ▪ Conceptualising and describing 2:

**Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

Action Research is...Process, Collaboration, Improvement, Practice, Communication

**pg.250**

3

**What is part of the analytical process for the practitioner?**

**Select correct option:**

- The identification of own assumptions
- The examination of the underlying values base
- Both „a“ and „b“
- None of the above

4

**Why reflective practice is so important?**

**Select correct option:**

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner ▪ Research shows that reflective practitioners are more profession

5

**The most significant part of the model is \_\_\_\_\_.**

**Select correct option:**

- Learning from experience
- **Learning from reflecting**
- Learning from information
- Learning from knowledge

6

**What do systematic reflexivity and epistemic reflexivity focus on?**

**Select correct option:**

- **Beliefs, values and assumptions**
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

**When we think habitually, we \_\_\_\_\_.**

**Select correct option:**

- Dismiss reasoning

- 
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both „a“ and „b“
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher"s professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

## EDU406 Quiz#1

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Pg.19



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Practice? Pg294

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- Critically examine practice and theories in the light of theories
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- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

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- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

Interpretation is the skills of \_\_\_\_\_.

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- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

Critical Reflection involves which of the following? Select correct option:

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- Analysing and evaluating
- Reasoning and evaluating
- Conceptualizing and describing

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pg.250

What is part of the analytical process for the practitioner?

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- The examination of the underlying values base
- Both „a“ and „b“

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- None of the above

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession The most significant part of the model is \_\_\_\_\_.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

When we think habitually, we \_\_\_\_\_

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

Double loop learning involves \_\_\_\_\_.

Select correct option:

Changing personal assumptions

- Changing personal approaches pg.51
- Both „a“ and „b“
- None of the above

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming

- 
- Staff is too busy
- 1. Is not reflection in a professional setting? Object-led
- 2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
- 3. Critical reflection facilitates \_\_\_\_\_ learning. Fosters transformational learning
- 4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
- 5. True about teacher's professional knowledge and understanding?
- 6. What is reflection practice? Process of action to improve the professional role
- 7. Best describes a regular learning network. A learning "hub" which challenge practice and policy
- 8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

## EDU406 Quiz#2

3 The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a

Both „a“ and „b“

None of the above

4 Reflection is NOT \_\_\_\_\_.

suitable work-life balance

- 
- 
- A simple „tick box“ activity
- A routine activity for a teacher
- Both „a“ and „b“
- None of the above

6: Deductive learning is \_\_\_\_\_.

- From general to specific
- Rule base
- From unknown to known
- All the above

7 The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both „a“ and „b“
- None of the above

8 Reflective writing focuses \_\_\_\_\_.

- 

- On all aspects of an experience
- Critical incidences
- Specific details within an experience

- Ideas, concepts and opinions

9: The Reflective Practitioner is concerned with \_\_\_\_\_.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both „a“ and „b“
- None of the above

10: Working inductively means to \_\_\_\_\_.

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

1: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

3: Reflection can be negatively influenced by \_\_\_\_\_.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both „a“ and „b“

4: The Professional Development Journal is \_\_\_\_\_.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

5: We understand frames through the use of \_\_\_\_\_.

- Metaphors providing explain them ▪ Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

6 The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both „a“ and „b“
- None of the above

7: The study of parts of the community fall in \_\_\_\_\_.

- Evaluation



- 
- Synthesis
- Analysis
- Knowledge

8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

9: Being committed to the profession means \_\_\_\_\_.

- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

10: Concepts determine \_\_\_\_\_.

How a Reflective Practitioner's perceptions are explained

- How a Reflective Practitioner's beliefs are explained
- The frames for perception
- The ways a Reflective Practitioner explains experience 1: A Reflective Practitioner is able to \_\_\_\_\_.

- Question assumptions and values

- Think „outside the box“

Question other people's assumptions

- All of the above

2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice 4: Effective writing in a Professional Development Journal \_\_\_\_\_.

- May include diagrams and drawings
- Is short and precise
- Both „a“ and „b“
- None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- 
- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both „a“ and „b“
- None of the above

6: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing \_\_\_\_\_.

Is personal

- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences Inductive learning is. None of the above

## Quizzes

SOAR stands for strengths, opportunities, aspirations and results – Answer

Which of the following are not the similarities between AI and critical Inquiry? Rationality and reason – Answer

Appreciative inquiry (AI) is the study and exploration of what gives life to human system when they function at their best – Answer

How many principles of AI 5 – Answer

Social skill in Gibb's model include Accepting responsibility – Answer

AI cycle consists of 4 elements

Which of the following are the internal barriers of Boud's model? Previous negative experiences – Answer

Which of the following is not the component of Dewey's inquiry cycle implement – Answer

How many stages of Boud's triangular representation of reflective learning three – Answer

All the following are correct with reference to class room management EXCEPT: promoting a culturally biased classroom – Answer

Within the domain there are 3 proficiencies that the reflective practitioner can focus on

Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to Questions of consistency

Teacher competence framework has 4 components

Change can also be evaluative i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective

Interpersonal learning through feeling, values and attitudes

Can you form a new proposition given what you have just learned? This question is related to the stage decide

The teacher competency model enables teachers to develop their identity

According to critical philosophy perspective teaching practice is viewed as a form of social life in which different forms of domination

The teacher also must possess interpersonal skill that foster peer collaboration

There are 9 characteristics of high performing schools.

Professional identity is a more or less conscious apprehension of what constitutes good and professional teaching and learning

The symptoms of conscious of their interaction

The lowest level of cognitive domain in Bloom's Taxonomy is knowledge

The benefits of utilizing (MI) theory are it generates a broad survey of experiences across levels and disciplines

Change can also be Evaluative i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective

Ripple model can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions

SMARTER stands for specific, measurable, restrict, timed, energizing and relevant

**1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....**

- a) Accepting consequences of their decisions
- b) Viewing situations from multiple perspectives

- c) Searching for alternatives explanations for classroom events
  - d) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
- a) Reflecting on the components parts of changing practice
  - b) **Deconstructing applications of knowledge in the classroom**
  - c) Deconstructing meaning acquired from experiences in the classroom
  - d) Acquiring meaning from experiences in the classroom
3. Kolb's reflective cycl .....
- a) **Emphasises the role experience plays in learning**
  - b) **Illustrates the developmental nature of reflection**
  - c) **Both 'a' and 'b'**
  - d) **None of the above**
4. Which of the following is not a reason for reflective practice?
- a) **Reflective practice helps students learn**
  - b) **It encourages us to understand our learners and their needs**
  - c) **It is a professional requirement**
  - d) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
- a) **Be committed to professional dialogue with other teachers**
  - b) **Be open-minded and committed to professionalism**
  - c) **See practice as a process of analysis**
  - d) **Be focused on technical proficiency**
6. Rapid reflection is all but .....
- a) **Contemplative**
  - b) **Immediate**
  - c) **On-going**
  - d) **automatic**
7. Processes in participatory reflection include all of the following except
- a) **Careful description**
  - b) **Thoughtful listening**
  - c) **Extending thinking**
  - d) **None of the above**
8. A critical friend can be defined as .....
- a) **Someone who assume a directive role**
  - b) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
  - c) **A colleague who provides solutions to problems**
  - d) **Judges actions and behaviors as part of feedback**
9. Bloom's model which guides the lowest level of reflection might use all the following except ....
- a) **Was my explanation clear enough for the students?**
  - b) **Was the lesson complete on time?**
  - c) **Did I give enough time for individual activity?**
  - d) **What instructional strategies were used?**
- 10: Which of the following about teacher's professional knowledge and understanding is true?
- ✦ **Once reflection becomes a habit you will not need to develop your reflective skills further**
  - ✦ **Everyone always learns from experience**
  - ✦ **Teachers need to develop reflection and evaluation of their practice**

▪

- ✦ Teachers need to develop reflection and evaluation to support them their own and other practice

11: According to Stephen Brook, reflective practice is?

- ✦ Locates teaching within the context of the school agenda
- ✦ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- ✦ Is a way for teaches to understand their problems
- ✦ **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- ✦ Reflection is more effective when conducted collaboratively
- ✦ Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- ✦ **Guidance and structure are key factors for Reflective Practitioners**
- ✦ When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- ✦ **Certificated Courses**
- ✦ Workshops
- ✦ n-school mentoring
- ✦ Communities of Practice

15: Knowing-in-action is described by Schon as \_\_\_\_\_.

- ✦ Our knowing is ordinarily implicit in our patterns of action
- ✦ When we cannot say what we know
- ✦ **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- ✦ All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- ✦ Self-regulation ✦ interpretation
- ✦ **both 'a' and 'b'**
- ✦ None of the above

17: Creative Thinking is not critical thinking because

- ✦ It is not logical
- ✦ It is not problem-centred
- ✦ **It is emotive**
- ✦ it is not based on 'black-and-white' thinking

18: in a school, a critical friend can be all of the following except .....

- a) A teacher
- b) A retired principal

▪

c) A new teacher who started working in the school shortly after you

d) **A friend from another school**

19: 'Looking out' is a combination of \_\_\_\_.

✦ **A range of viewpoints about experiences**

✦ Looking around' and 'looking back'

✦ Perspectives which direct the focus of attention

✦ None of the above

20: Which of the following assumptions does NOT underlie action research?

✦ Teachers and other education professionals have authority to make decisions

✦ Teacher and other education professionals want to improve their practice

✦ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**

✦ Teachers and other education professionals are committed to continued professional development

21. Personal attributes of critical thinkers include

a) Honesty about emotions

b) Evaluative disposition borne from open-mindedness

c) Personal awareness especially relating to personal bias

d) **All of the above**

22. DATA refers to

✦ The analysis of an event

✦ A cycle of learning

✦ The teacher describing, analysing, thinking and acting

✦ **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

✦ A process to evaluate teaching

✦ Process leading to activity in response to any aspects of the professional role

✦ **Process of action to improve the professional role**

✦ none of these

24: What is the impact of reflective practices on the teacher

✦ **It leads higher quality practice**

✦ It changes teacher's values and beliefs

✦ It leads to greater independence for the teacher

✦ It sustains inclusive environments

25: Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

✦ Once reflection becomes a habit you will not need to develop your reflective skills further

✦ Everyone always learns from experience

✦ **Teachers need to develop reflection and evaluation of their practice**

✦ teachers need to develop reflection and evaluation to support their own and others practice

26 What does 'a lack of conceptual clarity' mean?

✦ The educational community has different interpretations of reflection

✦ It confuses perceptions about what happens in the classroom

▪

- ✦ **It includes too many viewpoints and so becomes confusing for the individual**
- ✦ does not account for students' perspectives

**27 According to Brookfield, which is the most powerful lens for teachers?**

- ✦ **The Self Lens**
- ✦ The Student Lens
- ✦ the peers lens, the theory lens

**28 Which of the following is an example of 'warm' feedback?**

- ✦ Warm feedback extends thinking and raises concerns about teaching
- ✦ **Warm feedback consists of supportive, appreciative statements**
- ✦ Warm feedback raises questions
- ✦ None of the above

**29 Within a critical thinking framework, 'reasoning' is conducted from .....**

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

**30: Which of the following not a component of the process involved in reflective practice**

- a) E diss
- b) **Subject knowledge**
- c) Interpersonal relationship
- d) **Personality values**

**31 Which of the following is not reflection in a professional setting?**

- ✦ Deliberate
- ✦ Theory-focused
- ✦ **Object-led**
- ✦ Purposeful

**32 The 'critical lenses' refer to**

- ✦ The perspectives that a teacher uses to generate different viewpoints
- ✦ The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- ✦ A set of different viewpoints
- ✦ **None**

**33: Learning from reflection can also be known as ....**

- a) Discussion-based learning
- b) Enhancement-oriented learning
- c) **Professional development-based learning**
- d) Inquiry-oriented learning

**34: Reflection-on-action can be described as \_\_\_\_\_**

- ✦ Thinking about what to do
- ✦ **A reconstructive mental review**
- ✦ Problem resolution
- ✦ Weighing the pros and cons of alternatives

**35: Which of the following is NOT a principle of Reflective Practice?**

**Select correct option:**

- ✦ It is problem-oriented



▪

- ✦ It is based on action research
- ✦ **It is data-driven**
- ✦ It is research-led

**36: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- ✦ Identifying the research problem
- ✦ **Developing a professional measurement instrument**
- ✦ Obtaining the necessary information to answer the question
- ✦ Developing a plan of action

**37: Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.**

**Select correct option:**

- ✦ Critically examine practice
- ✦ Critically examine theories
- ✦ **Critically examine practice and theories in the light of theories**
- ✦ Critically examine data and research in the light of theories

**38: Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- ✦ A biological process
- ✦ A psychological and cognitive process
- ✦ A communication process
- ✦ **All of the above**

**39: What are three levels of reflection?**

**Select correct option:**

- ✦ Technical, empirical and practical
- ✦ **Technical, practical and critical**
- ✦ Rational, technical and critical
- ✦ Rational, practical and critical

**40 What is question/ analysis in the reflective cycle?**

**Select correct option:**

- ✦ Taking on the role of researcher
- ✦ Using quantitative data to make decisions
- ✦ Describing a situation
- ✦ **Asking many questions**

**41: Interpretation is the skills of \_\_\_\_\_.**

**Select correct option:**

- ✦ Understanding and transmitting
- ✦ **Cognition and communication**
- ✦ Thinking and talking
- ✦ Receiving and sending information

**42 Critical Reflection involves which of the following? Select correct option:**

- ✦ Analysing and c
- ✦ **Analysing and evaluating**

▪

- ✦ Reasoning and evaluating
- ✦ Conceptualising and describing

**43 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to.....**

- a) Continually develop and learn from their experience
- b) Meet organizational/ national standards
- c) **Both 'a' and 'b'**
- d) None of the above

**44: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- a) Identifying the research problem
- b) **Developing a professional measurement instrument**
- c) Obtaining the necessary information to answer the equation
- d) Developing a plan of action

**45: What is part of the analytical process for the practitioner?**

**Select correct option:**

- ✦ The identification of own assumptions
- ✦ The examination of the underlying values base
- ✦ **Both 'a' and 'b'**
- ✦ None of the above

**46: Why reflective practice is so important?**

**Select correct option:**

- ✦ Research highlights the importance of reflective practice for changing personal values biases
- ✦ **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- ✦ Research shows that students grades increase when they are taught by a reflective practitioner
- ✦ Research shows that reflective practitioners are more profession **47: The most significant part of the model is \_\_\_\_\_.**

**Select correct option:**

- ✦ **Learning from experience**
- ✦ Learning from reflecting
- ✦ Learning from information
- ✦ Learning from knowledge

**48: What do systematic reflexivity and epistemic reflexivity focus on?**

**Select correct option:**

- ✦ Beliefs, values and assumptions
- ✦ Methods and theories
- ✦ **Suppositions, theories, beliefs and assumptions**
- ✦ Praxis, values, theories and beliefs

**49: When we think habitually, we \_\_\_\_\_. Select correct option:**

▪

- ✦ Dismiss reasoning
- ✦ Have a fixed focus which distracts attention
- ✦ **Ignore data**
- ✦ None of the above

**50: Double loop learning involves \_\_\_\_\_.**

**Select correct option:**

- ✦ Changing personal assumptions
- ✦ Changing personal approaches
- ✦ **Both 'a' and 'b'**
- ✦ None of the above

**51: What factor makes reflection seem time-consuming?**

**Select correct option:**

- a) Regular learning networks are very time-consuming
- b) Lack of leadership for Reflective Practice
- c) Regular learning networks are very time-consuming
- d) **Staff is too busy**

**52: Which of the following best describes the benefits of reflective practice?**

- a) It changes the balance of power
- b) **It determines what counts as knowledge**
- c) It provides opportunity for knowledge sharing which empowers teachers
- d) It determines foundation to more egalitarian perspectives

**53: What does the idea of reflective practice dismiss?**

- a) Patriarchal views
- b) Teachers view
- c) Greater involvement of teacher in setting the education agenda
- d) **Fixed perception of the nature of the learning**

**54: To operationalize a best practice approach teachers must .....**

- a) Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

**55. Looking in is the part of the reflective process which**

- a) Occurs before teaching
- b) Occurs after teaching
- c) **Occurs as a precondition for reflection**
- d) Occurs as a response to experience

**56: Which of the following Best describes a 'regular learning network'?**

- a) A learning "hub" which challenge practice and policy

- b) A leaning hub of reflective practice
- c) A hub for sustained improvement in the lives of teachers
- d) **A placed for teachers to come together and discuss matters**

**of concern** 57: According to Moon. What are the key aspects of reflective practice?

- a) Reflection is a form of mental processing
- b) Relies of a cognitive re-processing of experience
- c) Aims to understand complexity and confusion in experience
- d) **All of the above**

58: The Reflective Practitioner must \_\_\_\_\_.

- ✦ Manage workloads as part of their role in planning and leading the profession
  - ✦ Ensure a suitable work-life balance
  - ✦ **Both 'a' and 'b'**
  - ✦ None of the above
- 59: Reflection is NOT \_\_\_\_\_.
- ✦ **A simple 'tick box' activity**
  - ✦ A routine activity for a teacher
  - ✦ Both 'a' and 'b'
  - ✦ None of the above

60 :Deductive learning is \_\_\_\_\_.

- ✦ **From general to specific**
- ✦ Rule base
- ✦ From unknown to known

✦

- ✦ All the above

61: The Reflective Practitioner has adapted \_\_\_\_\_.

- ✦ Ways of knowing
- ✦ Patterns of reasoning
- ✦ **Both 'a' and 'b'**
- ✦ None of the above

62: Reflective writing focuses \_\_\_\_\_.

- ✦ On all aspects of an experience
- ✦ Critical incidences
- ✦ **Specific details within an experience**
- ✦ Ideas, concepts and opinions

63:The Reflective Practitioner is concerned with \_\_\_\_\_.

- ✦ Using a wider range of experiences and research to underpin the approach to teaching
- ✦ Using a wider range of pedagogies as a means to realize excellence in teaching
- ✦ **Both 'a' and 'b'**
- ✦ None of the above

64:Working inductively means to \_\_\_\_\_ .

- ✦ **Identify a goal and explore strategies to achieve it**
- ✦ Plan a programme of discussion and observation to improve
- ✦ Reflect in an exploratory and trial-and-error fashion
- ✦ None of the above

65: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- ✦ More reflective
- ✦ **Adaptable to changing conditions**
- ✦ Able to review experiences critically

- ✦ Is open to many new ideas
- 66: Reflection can be negatively influenced by \_\_\_\_\_.
  - ✦ A lack of objectivity
  - ✦ The Reflective Practitioner ignoring the truth
  - ✦ None of the above
  - ✦ **Both 'a' and 'b'**
- 67: The Professional Development Journal is \_\_\_\_\_.
  - ✦ A personal diary
  - ✦ An on-going discourse
  - ✦ **A subjective dialogue**
  - ✦ A list of critical incidents
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  - ✦ Metaphors providing explain them
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  - ✦ **Metaphors to communicate logic**
  - ✦ None of the above
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  - ✦ Ways of knowing
  - ✦ Patterns of reasoning
  - ✦ **Both 'a' and 'b'**
  - ✦ None of the above
- 70: The study of parts of the community fall in \_\_\_\_\_.
  - ✦ Evaluation
  - ✦ Synthesis
  - ✦ Analysis
  - ✦ **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.
  - ✦ Transfers learning to new concepts easily
  - ✦ Makes meaning and process information more deeply
  - ✦ Has a more thorough working knowledge of theories-in-use
  - ✦ **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means \_\_\_\_\_.
  - ✦ **Being responsible for continuing professional development**
  - ✦ Being responsible for managing change
  - ✦ Being responsible for changing policy and practice
  - ✦ None of the above
- 73: Concepts determine \_\_\_\_\_.
  - ✦ How a Reflective Practitioner's perceptions are explained
  - ✦ How a Reflective Practitioner's beliefs are explained
  - ✦ **The frames for perception**
  - ✦ The ways a Reflective Practitioner explains experience
- 74: A Reflective Practitioner is able to \_\_\_\_\_.
  - ✦ **Question assumptions and values**
  - ✦ Think 'outside the box'
  - ✦ Question other people's assumptions
  - ✦ All of the above

76: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

✦ **Understand theories as we apply them**

✦ Predict what will happen when we apply theory to practice

✦ Explain situations

✦ Generate schemas for translating theory into practice

77: Effective writing in a Professional Development Journal \_\_\_\_\_.

✦ May include diagrams and drawings

✦ Is short and precise

✦ **Both 'a' and 'b'**

✦ None of the above

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✦ Clearly defined and expressed success criteria

✦ Clearly identified evidence sources

✦ **Both 'a' and 'b'**

✦ None of the above

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✦ Developmental

✦ Precise

✦ Shared

✦ **All of the above**

80: Professional knowledge relates to \_\_\_\_\_.

✦ Subject knowledge

✦ Communication skills

✦ Social interaction

✦ **All of the above**

81: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

✦ **Targets, planning, evaluation**

✦ Specific target-setting, identification of actions, evaluation of success

✦ Specific targets, activities, success criteria

✦ None of the above

82: Reflective writing \_\_\_\_\_.

✦ Is personal

✦ Links theory to practice

✦ Questions experience

✦ **All of the above**

83: Benjamin Bloom major work in is....

- a) Affective
- b) Management
- c) **Cognitive**
- d) Psychomotor

84: We can make theory-in-use visible by....

- a) **Construction someone's theory-in-use from observations of behavior**
- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement' .....

- a) **Is not too specific**
- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

86: Professional knowledge relates to .....

- a) Subject knowledge
- b) Communication skills
- c) Social interaction
- d) **All of the above**

87: The benefits of concept-based learning .....

- a) Depend on the experience of the reflective practitioner
- b) **Depend on the intellectual level of thinking of the reflective practitioner**
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

88: The reflective practitioner uses 3-dimensional instruction to .....

- a) Develop skills for concept-based teaching
- b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) **all of the above**

89: critically reflective teaching is .....

- a) responsible for highly effective pedagogies
- b) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

90: a paradigm shift is

- a) brings a new set of concepts
- b) provides the opportunity to understand and manage changing
- c) support reflection through a simple frame work related to rule
- d) **all of the above**

91: our assumptions can be

- a) perceptual

■

- b) **situational**
- c) Rhetorical
- d) instructional

92: Reframing for new learning is

- a) process for improving understanding
- b) focused on inventing new strategies
- c) based on solving conflicts
- d) **all of the above**

93: Being committed to the profession means

- a) **being responsible for continuing professional development**
- b) being responsible for managing change
- c) being responsible for changing policy and practice
- d) none of the above

94: which of the following best support the reflective practitioner to categorise the interpretation of an experience?

- a) Meaningful
- b) Significant
- c) Relevant
- d) **All of the above**

95: concept formation involves

**Ans: Perception, abstraction, generalization**

96: inductive learning is

**Ans: from specific to general**

97: the highest level of bloom taxonomy is

**Ans: evaluation**

98: using a reflective action plan is valuable

**Ans: to set targeted action points**

99: we understand frame through the use of

**Ans: metaphors to communicate logic**

100: the professional development journal supports the reflective practitioner to

**Ans: reflect on experience**

101: a limitation of reflection is

**Ans: the difference between perception and reality**



<b>MUHAMMAD IMRAN</b>	<b>EDU406 - Critical Thinking and reflective Practice</b>
<b>Lecture No. 1 to 6 (Topic 01 to 36).</b>	<b>QUIZ NO 1</b>
<b>30-12, 2020</b>	<b>to 01-12, 2020</b>

- Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of \_\_\_\_\_ **reflection.**
- What is the trickiest pedagogic task according to Stephan Brookfield? \_\_\_\_ **Getting inside student's heads**
- Re-theorising is the means by which Reflective Practitioners \_\_\_\_ **Critically examine practice and theories in the light of theories**
- The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as \_\_\_\_\_ **Practical action**
- Teachers mostly do not take what they did in class \_\_\_\_\_ **action**
- Which model encourages the teachers to think about a given situation and establish and action plan for dealing \_\_\_\_\_ **Gibbs reflective cycle**
- To increase our understanding, we need to \_\_\_\_\_ **respect evidence and reason**
- According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to \_\_\_\_\_ **continually develop and learn from their experience or meet organizational and national standards**
- The term selective practice is derived from the work of \_\_\_\_\_ **Dewey**
- Critical reflection involves which of the following \_\_\_\_\_ **Analysing and evaluating**
- All the practices of formal instruction expect \_\_\_\_\_ **it develops its own assumptions**
- in which type of reflection historic political and critical values frame practical problems \_\_\_\_\_ **critical reflection**
- What does a lack of conceptual clarity mean? \_\_\_\_\_ **the educational community has different interpretations of reflection**
- A benefit of the green away model of reflection is \_\_\_\_\_ **It is cyclical**
- Which of the following assumptions does not underline action research?
- Which of the following best describes the benefits of reflective practice?** **It determines what counts as knowledge.**
- Teachers should value their reflection and ..... their practice** \_\_\_\_\_
- In professional setting what is not considered as a characteristic of reflection \_\_\_\_\_
- According to sandwell's view giving emphasis on only individual reflection lead to \_\_\_\_\_
- Q23.According to Stephen Brook, reflective practice is?** **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- Q47: Rapid reflection is all but** \_\_\_\_\_
- Q5: A common strand of reflecting-in-action and reflecting-on- practice is** **Connecting with feelings in relation to applications of theory**
- Which reflection requires models or framework which provide a specific and structured approach? \_\_\_\_\_
- Which one statement is the example of core best practice? **Teachers provides an enriched environment**
- What is reflective practice?** **Process of action to improve the professional role**
- What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
- All are the ways for a teacher to develop reflective practice strategies except \_\_\_\_\_
- Dialogic reflection has less intense approach and involve individuals \_\_\_\_\_
- Reflection on action deals with the happened **Outside the classroom**
- Lather stressed on the use of appropriate language in reflective practice to avoid: **All of above**

31. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
32. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
33. Reflective practice helps teachers to generate new knowledge and ideas by \_\_\_\_\_
34. A critical friend can be defined as **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
35. What leads to the lacks in conceptual clarity of teachers is reflective practice process\_\_\_\_\_
36. Q13. What does the idea of reflective practice dismiss? Select the corect option **Teachers view**
37. What is the main characteristics of informal reflection \_\_\_\_\_
38. Q31.Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**
39. One of the principles of reflective practice is based on \_\_\_\_\_ research \_\_\_\_\_
40. Reflection is the ability to reflect on question ... to improve practice\_\_\_\_\_
41. In reflective practice, practitioner engage in a continuous cycle of self-observation and -----  
-----**Self- evaluation**
42. Whose theory does not acknowledge the problematic nature of language and discourse within practice environment\_\_\_\_\_
43. Reflection can be described as -----**A reconstruction mental review**
44. How critical reflection helps to deal with different perspective\_\_\_\_\_
45. Culture of reflective practice in your workplace shows\_\_\_\_\_
46. In reflective practice, practitioner engage in a continuous cycle of self-observation and\_\_\_\_\_.
47. What is question/ analysis in the reflective cycle?
48. The most basic level of reflection is called as:
49. All statements belong to technical reflection, except:
- 50.
- 51.
- 52.

Which of the following about teacher's teacher's professional knowledge and understanding is true?  
**Teachers need to develop reflection and evaluation to support their own and others practice**

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in : **3-dimensional instruction**
4. Which one is called an example of critical thinking? **Questioning**
5. a Limitations of self-reflection are..... **the difference between perception and reality**
6. Frames are influenced by .....**Metaphors**
7. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
8. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
9. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
10. Personal attributes of critical thinkers includes : **all of above**

Linguistic refers to **Learning through spoken and written word**

11. Interpretation is the skills of **Understanding and transmitting**
12. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----  
----- concerns. **Professional**
13. Unreflective thinker is: **Unaware of the determining role of thinking**
14. Reflecting logically allows teachers to take control of their learning and helps them to develop overall----- **Competencies**
15. Epistemic stances **Change with the experiences**
16. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
17. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
18. The 4Ps reframing matrix are productive, planning potential and-----

People perspective

19.What act as catalyst to challenging the reflective practitioner to think at more advance levels?

Problem solving learning

Conceptual learning

Factual learning

Critical learning

20.One of the pedagogic concern raised by reflective teaching is called

Development readiness

Conceptual understanding

Instructional planning

None of the above

21.Critical Reflection helps to support or challenge our views, practices and feelings by providing

Observation

Experience

Evidences

Experiments

22.Critical Reflection involves which of the following?

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

23.In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students?

In 3- dimensional instructions

In 2- dimensional instructions

In 1- dimensional instructions

In 4- dimensional instructions

24.Single loop learning has ----- strategies.

Automatic

Explanatory

Rigid

Singular

25.The cognitive process is characterized as essential to:

Lower order thinking

Logical thinking

Higher order thinking

Reflective thinking

26.The name of the Schon (1983) book is -----

The reflective practice

The reflective practitioner

The reflection

The critical reflection

27.----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Open area

Blind area

Hidden area

Unknown area

28.Concept is looked or understood differently by reframing core belief based on

Core belief

New supporting beliefs

Opposite supporting beliefs

Intuitions

29.A reflective practitioner is able to

## Question assumptions and values

Think outside the box

Question other people's assumptions

All of the above

30. What is the evidence of reflecting thinking?

**Reflective writing**

Making judgments

Analyzing questions

Linking theory to practice

31. In 5-step model of critical thinking, the first step is:

Practice before your assess

Gather and review feedback

Learn through seeking answer

**Determining goals/objectives**

32. Theory that commands the thinking the action is known as

Theory in action

Theory in reaction

Critical theory

**Theory in use**

33. Micro- Outcomes involves:

The broad overall results of professional activity

The outcomes of very specific activities

The result of a partially completed activity

**All of these**

34. Reflective practice is important because it is used to:

**Improve teacher's practice**

Enhance the quality of learners

Promote school culture

Motivate teachers and students

35. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Maintain discipline

Promote rote learning

**Encourage different ways of thinking**

Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

**a)improvement**

b)change

c)theories

d)intrepretation

2. Looking is the part of the reflective process which.....

**a) occurs before teaching**

b) occurs after teaching

c) occurs as a precondition for reflection

d) occurs as a response to experiences

3. Frames are influenced by.....

a)Metaphors

b) Individual interests

**c) Perceptions**

d)Experiences

3) Lather stressed on the use of appropriate language in reflective practice to avoide.....

a) Teaching students and teachers as objects

b) Manipulating students and teachers in reflection

c) confronting students and teachers as a thing in reflection

**d) All of the above**

4. which of the following do not transfer but are locked in time, place or a situation.....

a) concepts

b)ideas

c)facts

d)beliefs

5) Comprehensive account of the situation either verbally or in writing is termed as.....

a) Reflection

b)Description

c) Synthesis

d)Analysis

6. Reflective action plan involves being helped to.....

a) select a specific target

b)Planned a programme of discussion and observation over a fixed period

c)Evaluate your effectiveness

d)All of the above

7. core critical thinking skills are .....

a) Analysis

b) Inference

c)self regulation

d)All of these

8. Epistemic stances

a) Are the ways to organize knowledge

b)Never changes with the experiences

c) changes with the experiences

d) Are used to describe facts

9. what is the trickiest pedagogic task according to Stephen Brookfield?

a) Being fair with students task

b) Getting inside students' heads

c) Maintaining professional relation with colleagues

d) Participating in promoting school culture

10. A reframing matrix is a tool used because different people have different.....

a) Experiences to approach the problems

b))pace to cope up with the issue

c)protocols in the institution

d)Limitations to think

11. Reflective practice has been embraced by teachers, researchers, teachers and educators since last .....

a) two decades

b)three decades

c)four decades

d)five decades

12. When a professional practitioner is aware of the relevance of the skill it is called.....

a)conscious incompetence

b)conscious competence

c)in conscious competence

d)inconscious incompetence

13. A product for a teacher might include.....

a) Relationship with students

b) Approaches to assessment

c)strategies for behaviour management

d)All of these

14. Learning to learn is .....

a) An ability to pursue in learning

b) Identifying available opportunities

c) Building on prior learning and experience

d)All of the above

15. what are the indicators of a reflective practitioner?

a) Intellectual quality

b)Higher order thinking

c)Meta language

d) All of the above

16. Reframing helps to reflective practitioner.....

a) see alternative solutions and actions

b)see things from other perspective

c)both a and b

d)None of the above

17. Which of the following helps to reduce blind area and expand open area of a person in team context.....

a) feedback

- b) support
- c) Information
- d) reflection

18. Personal attributes of critical thinkers include:

- a) Honesty about emotions
- b) Evaluation disposition brone from open- mindness
- c) Personal awareness specially relating to personal bias
- d) All of the above

19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall .....

- a) Personality
- b) Competencies
- c) Practices
- d) Performance

1. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one?

Rhetorical frames

2. The 4Ps in reframing matrix are Productive planning potential and\_\_\_\_\_

People perspective

3. All are the barriers to the reflective practice except.

Lack of Critical thinking

4. Reflective practice is important because it is used to:

Enhance the quality of the learners

5. In reflecting writing it is important to select the most\_\_\_\_\_ part of the event only.

Significant

6. Double loop learning involves\_\_\_\_\_.

All of the above

7. A reframing matrix is a tool used because different peoples have different

Experience to approach problem

8. Exploring practice using inductive action planning requires\_\_\_\_\_

Clearly defined and expressed success criteria

9. Cognitive shortcuts that people use to help make sense of complex information is known as:

Concept map

10. Reflective teachers are more likely to develop \_\_\_\_\_ learners.

Reflective

11. In which type of reflection historic, political and cultural values frame practical problems?

Critical reflection

12. Which beliefs are behind to make the casual relation of frames?

Assumptions

13. Multiple intelligence theory benefits in\_\_\_\_\_

Development of strategies

14. According to Habermas, reflection requires a level of detachment and \_\_\_\_\_

Objectivity

15. A benefit of the greenaway model of reflection is\_\_\_\_\_

It is cyclical

16. A reflective practitioner is able to\_\_\_\_\_

Question assumption and values

17. The term reflective practice is derived from the work of \_\_\_\_\_

Schon

18. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as:

Value

19. According to a Brookfield, which is the most powerful lens for teachers?



### The self lens

20. Looking in is the part of reflective process which\_\_\_\_\_

Occur before teaching

21. Synergistic thinking is

None of the above

22. Key feature of reflection are:

All of these

23. A reflective action plan involves being helped to:

All of these

24. What happened when the original starting point causes a dilemma that needs to be addressed?

Transformation

25. \_\_\_\_\_ include in personal challenges to effective reflective practice.

Pride

26. The major concern for a reflective practitioner is to be aware with their\_\_\_\_\_

Underlying beliefs and assumptions

27. The theorem is a formal method of speculation developed by the\_\_\_\_\_

Greeks

28. \_\_\_\_\_ activities are the translation of naturalistic intelligence for reflective practitioner

Categorizing, contrasting, classifying, organizing

29. Concept-based learning means the reflective practitioner\_\_\_\_\_

Work with deeper levels of conceptual understanding

1) which of the following is an example of warm feedback.

Warm feedback consists of supportive, appreciative statements

2) The critical lenses refer to

None of above

3) The practitioner accounts are considered non-problematic for all reasons except

No effort is made to foster reflection on language

4) making sound judgments in work related situation is an attribute of

Ethical

5) The cognitive processes is characterized as essential to

Higher order thinking

6) The most basic level of reflection is called as

Technical

7) which of the following best describe a 'regular learning network':

A place for a teacher to come together and discuss matter and concern

8) Technical rationality in reflection deal with the

Behavior and skills

9) critical reflection involves which of the following

Analysing and evaluating

10) quadrant of Johari windows represent the things that you are not aware of but are known by others

Blind area

11) reflective practitioner does not believe in

One single truth/one right way

12) learning+ reflection= Experience Is known as

Boud's triangular representation

The first step in the reflective practice process is:

Examine teaching occasion particular that went bad

.....allows teachers to analyze what they have been learned and how they learned to take control of their development.

Critical reflection

In reflective practice, practitioner engage in a continuous cycle of self-observation and.....

Self evaluation

A 'product' for a teacher might include.....

All of the above

Absolute knowing is a process of .....

Learning from other

The stage-6 of critical thinking development is called as the .....thinker.

Accomplished

Which of the following is NOT a 'best' practice?

Follow the next closely to ensure coverage of the curriculum

Core Critical Thinking Skills are:

All of these

Reframing helps the Reflective Practitioner.....

Both 'a' and 'b'

In reflective writing the two source of evidence are: **your and academic reflection**

**Quiz 1...edu 406**

**Q1: To operationalize a best practice approach teachers must**

**Be committed to professional dialogue with other teachers**

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

**Q2: What is the impact of reflective practices on the teacher?**

**It leads higher quality practice**

It leads to greater independence for the teacher

It sustains inclusive environments

**Q3. Within a critical thinking framework, 'reasoning' is conducted from**

A logical framework

An objective perspective

**Both 'a' and 'b'**

None of the above

**Q4. The 'critical lenses' refer to**

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

**None of the above**

**Q6.In a school a critical friend can be all of the following except**

A teacher

A retired principal

**A new tescher wha started workong in the school shortly after you**

A friend from another school

**Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option**

**The Self Lens**

The Student Lens

The Peers Lens

The Theary Lens

**Q9: Double loop leanng involves**

Changing personal assumptions

Changing personal approaches

**Both a and 'b'**

None of the above

**Q10. The Reflective Practitioner must \_\_\_\_\_.**

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

**Both „a” and „b”**

none of above corrcet

**Q11. Benjamin Bloom major work in is Select the correct option**

Affective

Management

**Cognitive**

Psychomotor

**Q12.Conceptual innovation is Select the correct option**

**Like re-framing**

The same as re-framing

Not re-framing

Identifying new questions

**Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option**

Self-regulation

interpretotion

**both a and b**

None of the above

**Q15.What is question/ analysis in the reflective cycle? Select the corect option. **Taking on the role of researcher****

**Q16. one of the four steps in action research.**

**Identifying the research problem**

**Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option **Suppositions, theories, beliefs and assumptions****

**Q18. Which of the following not a component of the process involved in reflective practice?**

Select the corect option **Subject Knowledge**



**Q19. Which of the following is NOT a best practice? Select the correct option**

**Educates the whole child**

- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning
- Challenging environments

**Q20. Looking out is a combination of Select the correct option**

**A range of viewpoints about experiences**

**Looking around and looking back**

- Perspectives which direct the focus of attention
- None of the above

**Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option**

- Accepting consequences of their decisions
- Viewing situations from multiple perspectives
- Searching for alternative explanations for classroom events

**Using evidence to support or evaluate a decision or position**

**Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?**

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

**Guidance and structure are key factors for Reflective Practitioners**

When the Reflective Practitioner knows what is best for children

**Q23. What does „a lack of conceptual clarity“ mean?**

**The educational community has different interpretations of reflection**

- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

**Q24. Creative Thinking is not critical thinking because**

- It is not logical
- It is not problem-centred

**It is emotive**

It is not based on „black-and-white“ thinking

**Q25. Reflection-on-action can be described as \_\_\_\_\_**

Thinking about what to do

**A reconstructive mental review**

- Problem resolution
- Weighing the pros and cons of alternatives

**Q26.**

**Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above**

**Q29. Critical Reflection involves which of the following?**

Select correct option:

- Analysing and conceptualising
- Analysing and evaluating**
- Reasoning and evaluating
- Conceptualizing and describing

**Q30. What factor makes reflection seem time-consuming?**

Select correct option:

- Regular learning networks are very time-consuming**
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

**Q32. Self-regulation is Select the correct option**

**A metacognitive process correct**

- A creative process
- A psychological process
- A communication process

**Q33. Learning from reflection can also be known as Select the correct option**

- Discussion-based learning
- Enhancement-oriented learning

## Professional development-based learning

**Q34.To increase our 'understanding' we need to Select the correct option**

Dismiss reasoning

R espect evidence and reason

**Think critically**

None of the above

1. The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- **Both 'a' and 'b'**
- None of the above

2. Reflection is NOT \_\_\_\_\_.

- **A simple 'tick box' activity**
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is \_\_\_\_\_.

- **From general to specific**
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- **Both 'a' and 'b'**
- None of the above

5. Reflective writing focuses \_\_\_\_\_.

- **On all aspects of an experience**
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with \_\_\_\_\_.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- **Both 'a' and 'b'**
- None of the above

7. : Working inductively means to \_\_\_\_\_ .

- **Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- **Adaptable to changing conditions**
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by \_\_\_\_\_.

- **A lack of objectivity**
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10.: The Professional Development Journal is \_\_\_\_\_.

- A personal diary
- An on-going discourse
- **A subjective dialogue**
- A list of critical incidents

11.: We understand frames through the use of \_\_\_\_\_.

- Metaphors providing explain them
- Metaphors to clarify them
- **Metaphors to communicate logic**
- None of the above

12.: The study of parts of the community fall in \_\_\_\_\_.

- Evaluation
- Synthesis
- Analysis
- **Knowledge**

13.: Concept-based learning means the Reflective Practitioner \_\_\_\_\_ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- **Works with deeper levels of conceptual understanding**

14.: Being committed to the profession means \_\_\_\_\_.

- **Being responsible for continuing professional development**
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15.: Concepts determine \_\_\_\_\_.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained
- **The frames for perception**
- The ways a Reflective Practitioner explains experience

16.: A Reflective Practitioner is able to \_\_\_\_\_.

- Question assumptions and values
- **Think 'outside the box'**
- Question other people's assumptions
- All of the above

17.: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- **Explain situations**
- Generate schemas for translating theory into practice

18.: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- **Clearly identified evidence sources**
- Both 'a' and 'b'
- None of the above

19.: An effective action plan is \_\_\_\_\_.

- Developmental
- **Precise**
- Shared
- All of the above

20.: Professional knowledge relates to \_\_\_\_\_.

- **Subject knowledge**
- Communication skills
- Social interaction
- All of the above

21.: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22.: Reflective writing \_\_\_\_\_.

- Is personal
- **Links theory to practice**
- Questions experience

23. Our assumption can be **Perceptual**.

24. Our assumptions can be **revealed and explored through four lenses**.

25. A product for a teacher might include. **All of above**

26. A paradigm shift is. **Brings a new set of concepts**

27. Reframing for new learning is. **Focused on inventing new strategies**

28. Concept formation involves. **Perception, abstraction, generalization**

29. The highest level of Bloom taxonomy is. **Evaluation**

30. Using a reflective action plan is valuable. **To set targeted action points**

31. The Professional development Journal supports the RP to. **Reflect on experiences**

**32.** Inductive learning is. **Specific to general**

**84: We can make theory-in-use visible by..**

**a) Construction someone's theory-in-use from observations of behavior**

- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

**85: A 'problem statement'**

**a) Is not too specific**

- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

**87: The benefits of concept-based learning..**

- a) Depend on the experience of the reflective practitioner
- b) **Depend on the intellectual level of thinking of the reflective practitioner**
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

**88: The reflective practitioner uses 3-dimensional instruction to**

- .. b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) **all of the above**

**89: critically reflective teaching is .**

- . a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

**According to moon what are the key aspects of reflective practice.**

- A).** reflective practice is a form of mental processing
- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. **All of the above.**

**10. Which of the following is not the best practice?**

ANS. **Follows the text closely to ensure coverage of the curriculum**

**11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?**

Ans. **Using evidence to support or evaluate a decision or position.**

**12. What is hyper reflexivity?**

Ans. **Deconstructing applications of knowledge in the classroom.**

13. The most significant part of the model is...? **Ans learning from experience**  
14. DATA refers to...? **The four steps analytical process necessary for guiding reflection**

Which of the following about teacher's teacher's professional knowledge and understanding is true?  
**Ans. Teachers need to develop reflection and evaluate to support their own practice**

20) Personal attributes of critical thinkers include:  
Honesty about emotions  
Evaluation disposition borne from open-mindedness  
Personal awareness especially relating to personal bias  
**All of the above**

Kolb's reflective cycle:  
**Emphasis the role experience plays in learning**  
Illustrates the developmental nature of reflection  
Both a, b  
None of the above

Which of following is not the reason of reflective practice:  
Reflective practice helps students learn  
It encourages us to understand our learners and their needs  
**It is a professional requirement**  
Reflective Practitioners models reflective learning

What are three levels of reflection:  
Technical, empirical, practical  
**Technical, practical, Critical**  
Rational, Technical, Critical  
Rational, Practical, Critical

Processes in participatory reflection include all of the following except  
Careful description  
Thoughtful listening  
**Extending thinking**  
None of the above

knowing in action is described by Schon as:  
Our knowing is ordinarily implicit in our patterns of action  
When we cannot say what we know  
**When we go about spontaneous, intuitive performance of the actions of every day life**  
All of the above

Learning from reflection can also be known as  
**Professional development based learning**

Which of the following assumptions does not underline action research  
**Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**

Interpretation is the skill of  
Understanding and transmitting  
**Cognition and communication**  
Thinking and talking  
Receiving and sending information

When we think habitually, we \_\_\_\_\_  
**Ans: Ignore Data**

**A learning 'hub' which challenges practice and policy.**

Looking in is the part of the reflective process which \_\_\_\_\_  
**Ans: Occurs as a response to experiences**

Which of the following is an example of warm feedback?  
**Ans: Warm feedback consists of supportive, appreciative statements**

Self-regulation is \_\_\_\_\_

Ans: A metacognitive process

One principle of reflection in the Roth Model is that \_\_\_\_\_

Ans: It uses ‘what’, ‘why’ and ‘how’ questions

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:

Which of the following is NOT a ‘best’ practice? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students’ active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both ‘a’ and ‘b’
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on ‘black-and-white’ thinking

Question 9:

‘Looking out’ is a combination of \_\_\_\_\_.

- A range of viewpoints about experiences
- Looking around’ and ‘looking back’
- Perspectives which direct the focus of attention
- None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice



- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as \_\_\_\_\_

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4:  
Which of the following is NOT one of the four steps in action research?

- Select correct option:
- Identifying the research problem
  - **Developing a professional measurement instrument**
  - Obtaining the necessary information to answer the question
  - Developing a plan of action

6:  
Critical thinking is \_\_\_\_\_.

- Select correct option:
- A biological process
  - A psychological and cognitive process
  - A communication process
  - **All of the above**

7:  
What are three levels of reflection?

- Select correct option:
- Technical, empirical and practical
  - **Technical, practical and critical**
  - Rational, technical and critical
  - Rational, practical and critical

8  
What is question/ analysis in the reflective cycle?

- Select correct option:
- **Taking on the role of researcher**
  - Using quantitative data to make decisions
  - Describing a situation
  - Asking many questions

1:  
Interpretation is the skills of \_\_\_\_\_.

- Select correct option:
- **Understanding and transmitting**
  - Cognition and communication
  - Thinking and talking
  - Receiving and sending information

2  
Critical Reflection involves which of the following?

- Select correct option:
- Analysing and c
  - **Analysing and evaluating**
  - Reasoning and evaluating
  - Conceptualising and describing

2:  
Which of the following is NOT one of the four steps in action research?

Select correct option:  
Action Research is...Process, Collaboration, Improvement, Practice, Communication

**pg.250**

3  
What is part of the analytical process for the practitioner?

- Select correct option:
- The identification of own assumptions
  - The examination of the underlying values base
  - Both 'a' and 'b'
  - None of the above

4  
Why reflective practice is so important?

- Select correct option:
- Research highlights the importance of reflective practice for changing personal values biases
  - **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
  - Research shows that students grades increase when they are taught by a reflective practitioner
  - Research shows that reflective practitioners are more profession

5  
The most significant part of the model is \_\_\_\_\_.

- Select correct option:
- Learning from experience
  - **Learning from reflecting**
  - Learning from information
  - Learning from knowledge

6  
What do systematic reflexivity and epistemic reflexivity focus on?



Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both ‘a’ and ‘b’
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher’s professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning “hub” which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

Self-regulation is \_\_\_\_\_. EDU406

Creative Thinking is not critical thinking because \_\_\_\_\_. EDU406

Does critical Reflection involve which of the following? EDU406

Kolb’s reflective cycle \_\_\_\_\_. edu406

Within a critical thinking framework, ‘reasoning’ is conducted from \_\_\_\_\_. EDU406

What factor makes reflection seem time-consuming? EDU406

According to Moon, what are the key aspects of reflective practice? EDU406

What is the impact of reflective practices on the teacher? edu406

**29th of December 2020 (MCQs-134**

**MID TERM GRAND QUIZ**

**Quiz will be based upon Multiple Choice Questions (MCQs) and covering Lecture No. 1 to 22 (Topic 01 to 132).**

1. The cognitive process is characterized as essential to \_\_\_\_\_ **Higher order thinking**
2. Which one is called an example of critical thinking? \_\_\_\_\_ **Questioning**
3. The most basic level of reflection is called as \_\_\_\_\_ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others \_\_\_\_\_ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except \_\_\_\_\_ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to \_\_\_\_\_ **understand the information**
8. Reflective teachers are more likely to develop \_\_\_\_\_ learners. \_\_\_\_\_ **Reflective**
9. Being able to do something skillfully without having to consider everything closely \_\_\_\_\_ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in \_\_\_\_\_ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except \_\_\_\_\_ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are \_\_\_\_\_ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? \_\_\_\_\_ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to ..... Multiple intelligence theory \_\_\_\_\_ **Logical**
15. Clarify is defined as \_\_\_\_\_ **State one point at a time**
16. Concept act as ..... tools for coping with the world and for solving problems \_\_\_\_\_ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from \_\_\_\_\_ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of \_\_\_\_\_ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions \_\_\_\_\_ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as \_\_\_\_\_ **Synthesis**
21. Reflective practice is important because it is used to \_\_\_\_\_ **Enhance the quality of the learners**
22. Reflective practice is important because it \_\_\_\_\_ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? \_\_\_\_\_ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students \_\_\_\_\_ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending \_\_\_\_\_ **professional understanding**
26. Concept formation involves. \_\_\_\_\_ **Perception, abstraction, generalization**
27. Double loop learning is about \_\_\_\_\_ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning ..... **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a \_\_\_\_\_ **social environment**
31. \_\_\_\_\_ include in personal challenges to effective reflective practice. \_\_\_\_\_ **Pride**

32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? \_\_\_\_\_ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and \_\_\_\_ **People perspective**
34. All are the barriers to the reflective practice except. \_\_\_\_\_ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most \_\_\_\_ part of the event only. \_\_\_\_ **Significant**
36. Double loop learning involves \_\_\_\_\_. \_\_\_\_\_ **All of the above**
37. A reframing matrix is a tool used because different peoples have different \_\_\_\_\_ **Experience to approach problem**
38. Exploring practice using inductive action planning requires \_\_\_\_\_ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: \_\_\_\_\_ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? \_\_\_\_\_ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? \_\_\_\_\_ **Assumptions**
42. Multiple intelligence theory benefits in \_\_\_\_\_ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and \_\_\_\_\_ **Objectivity**
44. A benefit of the greenaway model of reflection is \_\_\_\_\_ **It is cyclical**
45. A reflective practitioner is able to \_\_\_\_\_ **Question assumption and values**
46. The term reflective practice is derived from the work of \_\_\_\_\_ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: \_\_\_\_\_ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? \_\_\_\_ **The self lens**
49. Looking in is the part of reflective process which \_\_\_\_\_ **Occur before teaching**
50. Synergistic thinking is \_\_\_\_\_ **None of the above**
51. Key feature of reflection are: \_\_\_\_\_ **All of these**
52. A reflective action plan involves being helped to: \_\_\_\_\_ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? \_\_\_\_\_ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their \_\_\_\_\_ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the \_\_\_\_\_ **Greeks**
56. \_\_\_\_\_ activities are the translation of naturalistic intelligence for reflective practitioner \_\_\_\_\_ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner \_\_\_\_\_ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages \_\_\_\_\_ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: \_\_\_\_\_ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation \_\_\_\_\_ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold \_\_\_\_\_ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels \_\_\_\_\_ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as \_\_\_\_\_ **Theories**
64. Which of the following is NOT one of the four steps in action research \_\_\_\_\_ **Developing a professional measurement instrument**
65. dimensional instruction includes \_\_\_\_\_ **reforming concepts to improve the level of learning across multiple contexts**

66. making sound judgments in work related situation is an attribute of..... competence **Ethical**
67. Unreflective thinker is: \_\_\_\_\_ **Unaware of the determining role of thinking**
68. Critical reflection facilitates \_\_\_\_\_ learning **transformational**
69. 'Looking out' is a combination of \_\_\_\_\_ **A range of viewpoints about experiences**
70. A limitation of self reflection are \_\_\_\_\_ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: \_\_\_\_\_ **two decades**
72. Reflection is the ability to reflect on questions \_\_\_to improve practice.\_ **What, why and how**
73. Conceptual innovation is \_\_\_\_\_. **Like re-framing**
74. Epistemic stances \_\_\_\_\_ **Changes with the experiences**
75. What does not constitute professionalism? \_\_\_\_\_ **Reflection**
76. Having subject specialist knowledge is called \_\_\_\_\_ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to \_\_\_\_\_ in the class. \_\_\_\_\_ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: \_\_\_\_\_ **Determining goals/objectives**
79. Single loop learning has \_\_\_\_\_ strategies. \_\_\_\_\_ **Rigid**
80. One principle of reflection in the Roth Model is that \_\_\_\_\_. \_\_\_\_\_ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take \_\_\_\_\_ what they did in class. \_\_\_\_\_ **Action**
82. Professional competencies may be developed by: \_\_\_\_\_ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? \_\_\_\_\_ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: \_\_\_\_\_ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from \_\_\_\_\_ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include \_\_\_\_\_ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening "but on: \_\_\_\_\_ **what has happened?**
88. What is reflective practice \_\_\_\_ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: \_\_\_\_\_ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: \_\_\_\_\_ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: \_\_\_\_\_ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on \_\_\_\_\_. \_\_\_\_\_ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of \_\_\_\_\_ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? \_\_\_\_\_ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as \_\_\_\_\_ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing \_\_\_\_\_ **Gibbs reflective cycle**
98. To increase our understanding, we need to \_\_\_\_\_ **respect evidence and reason**

99. According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to \_\_\_\_\_ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following \_\_\_\_\_ **Analysing and evaluating**
101. All the practices of formal instruction expect \_\_\_\_\_ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems \_\_\_\_\_ **critical reflection**
103. Which of the following is not a reason for reflective practice? \_\_\_\_\_ **Reflective practitioner models reflective learning**
104. The competence model is about \_\_\_\_\_ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice \_\_\_\_\_ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: \_\_\_\_\_ **Situational knowing**
107. Reflective writing does all of the following expect: \_\_\_\_\_ **create ideas**
108. Learning from reflection can also be known as \_\_\_\_\_ **Professional development-based learning**
109. Our assumption can be \_\_\_\_\_ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice \_\_\_\_\_ **Brookfield**
111. The Jo-Hari windows has ..... quadrants \_\_\_\_\_ **4**
112. What help student to build trust and promote positive learning environment in class \_\_\_\_\_ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: \_\_\_\_\_ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the \_\_\_\_\_. \_\_\_\_\_ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: \_\_\_\_\_ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. \_\_\_\_\_ **Halpern**
117. We understand frames through the use of \_\_\_\_\_. \_\_\_\_\_ **Metaphors to communicate logic**
118. Re-Thinking mean: \_\_\_\_\_ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because \_\_\_\_\_
120. Self-regulation is \_\_\_\_\_. \_\_\_\_\_ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may lead to \_\_\_\_\_ **Self-disapproval**
122. Reflective practitioner does NOT believe in: \_\_\_\_\_ **One single truth/ one right way**
123. \_\_\_\_\_ activities are the translation of musical intelligence for reflective practitioner \_\_\_\_\_ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom's major work is \_\_\_\_\_ **Cognitive**
125. Which is the highest level of reflection from the following types? \_\_\_\_\_ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in \_\_\_\_\_ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is \_\_\_\_\_.
128. Critical analysis for a reflective practitioner is a process to \_\_\_\_\_
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for \_\_\_\_\_.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to \_\_\_\_\_.
133. Being open-minded means the Reflective Practitioner is \_\_\_\_\_.
134. One of the Principles of reflective practice is based on \_\_\_\_\_ research.
- 135.



**EDU406**  
**GRAND QUIZ FILE**  
**DEVELOPED WITH THE HELP OF**  
**GROUP: B.ed (1.5) VU SEMESTER 1**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
  - a) Accepting consequences of their decisions
  - b) Viewing situations from multiple perspectives
  - c) Searching for alternatives explanations for classroom events
  - d) Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
  - a) Reflecting on the components parts of changing practice
  - b) Deconstructing applications of knowledge in the classroom**
  - c) Deconstructing meaning acquired from experiences in the classroom
  - d) Acquiring meaning from experiences in the classroom
3. Kolb's reflective cycl .....
  - a) Emphasises the role experience plays in learning
  - b) Illustrates the developmental nature of reflection
  - c) Both 'a' and 'b'**
  - d) None of the above
4. Which of the following is not a reason for reflective practice?
  - a) Reflective practice helps students learn
  - b) It encourages us to understand our learners and their needs
  - c) It is a professional requirement
  - d) Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
  - a) Be committed to professional dialogue with other teachers**
  - b) Be open-minded and committed to professionalism
  - c) See practice as a process of analysis
  - d) Be focused on technical proficiency
6. Rapid reflection is all but .....
  - a) Contemplative**
  - b) Immediate
  - c) On-going
  - d) automatic
7. Processes in participatory reflection include all of the following except
  - a) Careful description
  - b) Thoughtful listening
  - c) Extending thinking
  - d) None of the above**
8. A critical friend can be defined as .....
  - a) Someone who assume a directive role
  - b) A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
  - c) A colleague who provides solutions to problems
  - d) Judges actions and behaviors as part of feedback

9. Bloom's model which guides the lowest level of reflection might use all the following except ....

- a) Was my explanation clear enough for the students?
- b) Was the lesson complete on time?
- c) Did I give enough time for individual activity?
- d) **What instructional strategies were used?**

10: Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- Teachers need to develop reflection and evaluation to support their own and other practice

11: According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- Is a way for teachers to understand their problems
- **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- **Guidance and structure are key factors for Reflective Practitioners**
- When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- in-school mentoring
- Communities of Practice

15: Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**

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- None of the above

**17: Creative Thinking is not critical thinking because**

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

**18: in a school, a critical friend can be all of the following except .....**

- a) A teacher
- b) A retired principal
- c) A new teacher who started working in the school shortly after you
- d) **A friend from another school**

**19: 'Looking out' is a combination of \_\_\_\_.**

- **A range of viewpoints about experiences**
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

**20: Which of the following assumptions does NOT underlie action research?**

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
- Teachers and other education professionals are committed to continued professional development

**21. Personal attributes of critical thinkers include**

- a) Honesty about emotions
- b) Evaluative disposition borne from open-mindedness
- c) Personal awareness especially relating to personal bias
- d) **All of the above**

**22. DATA refers to**

- The analysis of an event
- A cycle of learning
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

**23: What is reflective practice?**

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

**24: What is the impact of reflective practices on the teacher**

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

**25: Which of the following about teacher's professional knowledge and understanding is true?**



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**Once reflection becomes a habit you will not need to develop your reflective skills further**

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

**26 What does 'a lack of conceptual clarity' mean?**

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- **It includes too many viewpoints and so becomes confusing for the individual**
- does not account for students' perspectives

**27 According to Brookfield, which is the most powerful lens for teachers?**

- **The Self Lens**
- The Student Lens
- the peers lens, the theory lens

**28 Which of the following is an example of 'warm' feedback?**

- Warm feedback extends thinking and raises concerns about teaching
- **Warm feedback consists of supportive, appreciative statements**
- Warm feedback raises questions
- None of the above

**29 Within a critical thinking framework, 'reasoning' is conducted from .....**

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

**30: Which of the following not a component of the process involved in reflective practice**

- a) E diss
- b) **Subject knowledge**
- c) Interpersonal relationship
- d) Personality values

**31 Which of the following is not reflection in a professional setting?**

- Deliberate
- Theory-focused
- **Object-led**
- Purposeful

**32 The 'critical lenses' refer to**

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- **None**

**33: Learning from reflection can also be known as ....**

- a) Discussion-based learning
- b) Enhancement-oriented learning
- c) **Professional development-based learning**
- d) Inquiry-oriented learning

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**34: Reflection-on-action can be described as \_\_\_\_\_**

- Thinking about what to do
- **A reconstructive mental review**
- Problem resolution
- Weighing the pros and cons of alternatives

**35: Which of the following is NOT a principle of Reflective Practice?**

**Select correct option:**

- It is problem-oriented
- It is based on action research
- **It is data-driven**
- It is research-led

**36: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- Identifying the research problem
- **Developing a professional measurement instrument**
- Obtaining the necessary information to answer the question
- Developing a plan of action

**37: Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.**

**Select correct option:**

- Critically examine practice
- Critically examine theories
- **Critically examine practice and theories in the light of theories**
- Critically examine data and research in the light of theories

**38: Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

**39: What are three levels of reflection?**

**Select correct option:**

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

**40: What is question/ analysis in the reflective cycle?**

**Select correct option:**

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- **Asking many questions**

**41: Interpretation is the skills of \_\_\_\_\_.**

**Select correct option:**

- Understanding and transmitting
- **Cognition and communication**

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- Thinking and talking
- Receiving and sending information

**42 Critical Reflection involves which of the following?**

**Select correct option:**

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

**43 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to.....**

- a) Continually develop and learn from their experience
- b) Meet organizational/ national standards
- c) **Both 'a' and 'b'**
- d) None of the above

**44: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- a) Identifying the research problem
- b) **Developing a professional measurement instrument**
- c) Obtaining the necessary information to answer the equation
- d) Developing a plan of action

**45: What is part of the analytical process for the practitioner?**

**Select correct option:**

- The identification of own assumptions
- The examination of the underlying values base
- **Both 'a' and 'b'**
- None of the above

**46: Why reflective practice is so important?**

**Select correct option:**

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

**47: The most significant part of the model is \_\_\_\_.**

**Select correct option:**

- **Learning from experience**
- Learning from reflecting
- Learning from information
- Learning from knowledge

**48: What do systematic reflexivity and epistemic reflexivity focus on?**

**Select correct option:**

- Beliefs, values and assumptions
- Methods and theories
- **Suppositions, theories, beliefs and assumptions**

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- Praxis, values, theories and beliefs

**49: When we think habitually, we \_\_\_\_.**

**Select correct option:**

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

**50: Double loop learning involves \_\_\_\_.**

**Select correct option:**

- Changing personal assumptions
- Changing personal approaches
- **Both 'a' and 'b'**
- None of the above

**51: What factor makes reflection seem time-consuming?**

**Select correct option:**

- a) Regular learning networks are very time-consuming
- b) Lack of leadership for Reflective Practice
- c) Regular learning networks are very time-consuming
- d) Staff is too busy**

**52: Which of the following best describes the benefits of reflective practice?**

- a) It changes the balance of power
- b) It determines what counts as knowledge**
- c) It provides opportunity for knowledge sharing which empowers teachers
- d) It determines foundation to more egalitarian perspectives

**53: What does the idea of reflective practice dismiss?**

- a) Patriarchal views
- b) Teachers view
- c) Greater involvement of teacher in setting the education agenda
- d) Fixed perception of the nature of the learning**

**54: To operationalize a best practice approach teachers must .....**

- a) Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

**55. Looking in is the part of the reflective process which**

- a) Occurs before teaching
- b) Occurs after teaching
- c) Occurs as a precondition for reflection**
- d) Occurs as a response to experience

**56: Which of the following Best describes a ‘regular learning network’?**

- a) A learning “hub” which challenge practice and policy
- b) A leaning hub of reflective practice
- c) A hub for sustained improvement in the lives of teachers
- d) A placed for teachers to come together and discuss matters of concern**

**57: According to Moon. What are the key aspects of reflective practice?**

- a) Reflection is a form of mental processing
- b) Relies of a cognitive re-processing of experience
- c) Aims to understand complexity and confusion in experience
- d) All of the above**

**58: The Reflective Practitioner must \_\_\_\_\_.**

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both ‘a’ and ‘b’**
- None of the above

**59: Reflection is NOT \_\_\_\_\_.**

- A simple ‘tick box’ activity**
- A routine activity for a teacher
- Both ‘a’ and ‘b’
- None of the above

**60 :Deductive learning is \_\_\_\_\_.**

- From general to specific**
- Rule base
- From unknown to known
- All the above

**61: The Reflective Practitioner has adapted \_\_\_\_\_.**

- Ways of knowing
- Patterns of reasoning
- Both ‘a’ and ‘b’**
- None of the above

**62: Reflective writing focuses \_\_\_\_\_.**

- On all aspects of an experience
- Critical incidences
- Specific details within an experience**
- Ideas, concepts and opinions

**63:The Reflective Practitioner is concerned with \_\_\_\_\_.**

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both ‘a’ and ‘b’**
- None of the above

**64:Working inductively means to \_\_\_\_\_ .**

- Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

**65: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.**

- More reflective
- Adaptable to changing conditions**
- Able to review experiences critically

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- Is open to many new ideas

66: Reflection can be negatively influenced by \_\_\_\_\_.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- **Both 'a' and 'b'**

67: The Professional Development Journal is \_\_\_\_\_.

- A personal diary
- An on-going discourse
- **A subjective dialogue**
- A list of critical incidents

68: We understand frames through the use of \_\_\_\_\_.

- Metaphors providing explain them
- Metaphors to clarify them
- **Metaphors to communicate logic**
- None of the above

69: The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- **Both 'a' and 'b'**
- None of the above

70: The study of parts of the community fall in \_\_\_\_\_.

- Evaluation
- Synthesis
- Analysis
- **Knowledge**

71: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- **Works with deeper levels of conceptual understanding**

72: Being committed to the profession means \_\_\_\_\_.

- **Being responsible for continuing professional development**
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

73: Concepts determine \_\_\_\_\_.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained
- **The frames for perception**
- The ways a Reflective Practitioner explains experience

74: A Reflective Practitioner is able to \_\_\_\_\_.

- **Question assumptions and values**
- Think 'outside the box'
- Question other people's assumptions
- All of the above

76: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

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- **Understand theories as we apply them**
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

77: Effective writing in a Professional Development Journal \_\_\_\_\_.

- May include diagrams and drawings
- Is short and precise
- **Both 'a' and 'b'**
- None of the above

78: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- **Both 'a' and 'b'**
- None of the above

79: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- **All of the above**

80: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- **All of the above**

81: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

82: Reflective writing \_\_\_\_\_.

- Is personal
- Links theory to practice
- Questions experience
- **All of the above**

83: Benjamin Bloom major work in is....

- a) **Affective**

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- b) Management
  - c) Cognitive**
  - d) Psychomotor
- 84: We can make theory-in-use visible by....
- a) Construction someone's theory-in-use from observations of behavior**
  - b) Clues for discovering the theory-in-use
  - c) Developing ideas
  - d) Exploring concepts
- 85: A 'problem statement' .....
- a) Is not too specific**
  - b) Find solutions to problems
  - c) Does not find solutions to problems
  - d) Is not too general
- 86: Professional knowledge relates to .....
- a) Subject knowledge
  - b) Communication skills
  - c) Social interaction
  - d) All of the above**
- 87: The benefits of concept-based learning .....
- a) Depend on the experience of the reflective practitioner
  - b) Depend on the intellectual level of thinking of the reflective practitioner**
  - c) Depend on the emotional engagement of the reflective practitioner
  - d) Depend on the psychological engagement of the reflective practitioner
- 88: The reflective practitioner uses 3-dimensional instruction to .....
- a) Develop skills for concept-based teaching
  - b) Develop understanding of connection between topics/subject
  - c) Build use multiple intelligence in their teaching
  - d) all of the above**
- 89: critically reflective teaching is .....
- a) responsible for highly effective pedagogies
  - b) responsive and adaptable to meet learners' needs
  - c) a social process involving family and community
  - d) all of the above**
- 90: a paradigm shift is
- a) brings a new set of concepts
  - b) provides the opportunity to understand and manage changing
  - c) support reflection through a simple frame work related to rule
  - d) all of the above**
- 91: our assumptions can be
- a) perceptual
  - b) situational**
  - c) Rhetorical
  - d) instructional
- 92: Reframing for new learning is
- a) process for improving understanding
  - b) focused on inventing new strategies



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- c) based on solving conflicts
- d) **all of the above**

93: Being committed to the profession means

- a) **being responsible for continuing professional development**
- b) being responsible for managing change
- c) being responsible for changing policy and practice
- d) none of the above

94: which of the following best support the reflective practitioner to categorise the interpretation of an experience?

- a) Meaningful
- b) Significant
- c) Relevant
- d) **All of the above**

95: concept formation involves

**Ans: Perception, abstraction, generalization**

96: inductive learning is

**Ans: from specific to general**

97: the highest level of bloom taxonomy is

**Ans: evaluation**

98: using a reflective action plan is valuable

**Ans: to set targeted action points**

99: we understand frame through the use of

**Ans: metaphors to communicate logic**

100: the professional development journal supports the reflective practitioner to

**Ans: reflect on experience**

101: a limitation of reflection is

**Ans: the difference between perception and reality**

**29th of December 2020 (MCQs-134**

**MID TERM GRAND QUIZ**

**Quiz will be based upon Multiple Choice Questions (MCQs) and covering Lecture No. 1 to 22 (Topic 01 to 132).**

1. The cognitive process is characterized as essential to \_\_\_\_\_ **Higher order thinking**
2. Which one is called an example of critical thinking? \_\_\_\_\_ **Questioning**
3. The most basic level of reflection is called as \_\_\_\_\_ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others \_\_\_\_\_ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except \_\_\_\_\_ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to \_\_\_\_\_ **understand the information**
8. Reflective teachers are more likely to develop \_\_\_\_\_ learners. \_\_\_\_\_ **Reflective**
9. Being able to do something skillfully without having to consider everything closely \_\_\_\_\_ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in \_\_\_\_\_ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except \_\_\_\_\_ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are \_\_\_\_\_ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? \_\_\_\_\_ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to ..... Multiple intelligence theory \_\_\_\_\_ **Logical**
15. Clarify is defined as \_\_\_\_\_ **State one point at a time**
16. Concept act as ..... tools for coping with the world and for solving problems \_\_\_\_\_ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from \_\_\_\_\_ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of \_\_\_\_\_ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions \_\_\_\_\_ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as \_\_\_\_\_ **Synthesis**
21. Reflective practice is important because it is used to \_\_\_\_\_ **Enhance the quality of the learners**
22. Reflective practice is important because it \_\_\_\_\_ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? \_\_\_\_\_ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students \_\_\_\_\_ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending \_\_\_\_\_ **professional understanding**
26. Concept formation involves. \_\_\_\_\_ **Perception, abstraction, generalization**
27. Double loop learning is about \_\_\_\_\_ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning ..... **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a \_\_\_\_\_ **social environment**
31. \_\_\_\_\_ include in personal challenges to effective reflective practice. \_\_\_\_\_ **Pride**

32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? \_\_\_\_\_ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and \_\_\_\_ **People perspective**
34. All are the barriers to the reflective practice except. \_\_\_\_\_ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most \_\_\_\_ part of the event only. \_\_\_\_ **Significant**
36. Double loop learning involves \_\_\_\_\_. \_\_\_\_\_ **All of the above**
37. A reframing matrix is a tool used because different peoples have different \_\_\_\_\_. \_\_\_\_\_ **Experience to approach problem**
38. Exploring practice using inductive action planning requires \_\_\_\_\_ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: \_\_\_\_\_ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? \_\_\_\_\_ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? \_\_\_\_\_ **Assumptions**
42. Multiple intelligence theory benefits in \_\_\_\_\_ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and \_\_\_\_\_ **Objectivity**
44. A benefit of the greenaway model of reflection is \_\_\_\_\_ **It is cyclical**
45. A reflective practitioner is able to \_\_\_\_\_ **Question assumption and values**
46. The term reflective practice is derived from the work of \_\_\_\_\_ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: \_\_\_\_\_ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? \_\_\_\_ **The self lens**
49. Looking in is the part of reflective process which \_\_\_\_\_ **Occur before teaching**
50. Synergistic thinking is \_\_\_\_\_ **None of the above**
51. Key feature of reflection are: \_\_\_\_\_ **All of these**
52. A reflective action plan involves being helped to: \_\_\_\_\_ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? \_\_\_\_\_ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their \_\_\_\_\_ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the \_\_\_\_\_ **Greeks**
56. \_\_\_\_\_ activities are the translation of naturalistic intelligence for reflective practitioner \_\_\_\_\_ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner \_\_\_\_\_ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages \_\_\_\_\_ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: \_\_\_\_\_ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation \_\_\_\_\_ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold \_\_\_\_\_ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels \_\_\_\_\_ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as \_\_\_\_\_ **Theories**
64. Which of the following is NOT one of the four steps in action research \_\_\_\_\_ **Developing a professional measurement instrument**
65. dimensional instruction includes \_\_\_\_\_ **reforming concepts to improve the level of learning across multiple contexts**

66. making sound judgments in work related situation is an attribute of..... competence **Ethical**
67. Unreflective thinker is: \_\_\_\_\_ **Unaware of the determining role of thinking**
68. Critical reflection facilitates \_\_\_\_\_ learning **transformational**
69. 'Looking out' is a combination of \_\_\_\_\_ **A range of viewpoints about experiences**
70. A limitation of self reflection are \_\_\_\_\_ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: \_\_\_\_\_ **two decades**
72. Reflection is the ability to reflect on questions \_\_\_to improve practice.\_ **What, why and how**
73. Conceptual innovation is \_\_\_\_\_. **Like re-framing**
74. Epistemic stances \_\_\_\_\_ **Changes with the experiences**
75. What does not constitute professionalism? \_\_\_\_\_ **Reflection**
76. Having subject specialist knowledge is called \_\_\_\_\_ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to \_\_\_\_\_ in the class. \_\_\_\_\_ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: \_\_\_\_\_ **Determining goals/objectives**
79. Single loop learning has \_\_\_\_\_ strategies. \_\_\_\_\_ **Rigid**
80. One principle of reflection in the Roth Model is that \_\_\_\_\_. \_\_\_\_\_ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take \_\_\_\_\_ what they did in class. \_\_\_\_\_ **Action**
82. Professional competencies may be developed by: \_\_\_\_\_ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? \_\_\_\_\_ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: \_\_\_\_\_ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from \_\_\_\_\_ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include \_\_\_\_\_ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening "but on: \_\_\_\_\_ **what has happened?**
88. What is reflective practice \_\_\_\_ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: \_\_\_\_\_ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: \_\_\_\_\_ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: \_\_\_\_\_ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on \_\_\_\_\_. \_\_\_\_\_ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of \_\_\_\_\_ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? \_\_\_\_\_ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as \_\_\_\_\_ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing \_\_\_\_\_ **Gibbs reflective cycle**
98. To increase our understanding, we need to \_\_\_\_\_ **respect evidence and reason**

99. According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to \_\_\_\_\_ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following \_\_\_\_\_ **Analysing and evaluating**
101. All the practices of formal instruction expect \_\_\_\_\_ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems \_\_\_\_\_ **critical reflection**
103. Which of the following is not a reason for reflective practice? \_\_\_\_\_ **Reflective practitioner models reflective learning**
104. The competence model is about \_\_\_\_\_ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice \_\_\_\_\_ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: \_\_\_\_\_ **Situational knowing**
107. Reflective writing does all of the following expect: \_\_\_\_\_ **create ideas**
108. Learning from reflection can also be known as \_\_\_\_\_ **Professional development-based learning**
109. Our assumption can be \_\_\_\_\_ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice \_\_\_\_\_ **Brookfield**
111. The Jo-Hari windows has ..... quadrants \_\_\_\_\_ **4**
112. What help student to build trust and promote positive learning environment in class \_\_\_\_\_ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: \_\_\_\_\_ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the \_\_\_\_\_. \_\_\_\_\_ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: \_\_\_\_\_ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. \_\_\_\_\_ **Halpern**
117. We understand frames through the use of \_\_\_\_\_. \_\_\_\_\_ **Metaphors to communicate logic**
118. Re-Thinking mean: \_\_\_\_\_ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because \_\_\_\_\_
120. Self-regulation is \_\_\_\_\_. \_\_\_\_\_ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may lead to \_\_\_\_\_ **Self-disapproval**
122. Reflective practitioner does NOT believe in: \_\_\_\_\_ **One single truth/ one right way**
123. \_\_\_\_\_ activities are the translation of musical intelligence for reflective practitioner \_\_\_\_\_ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom's major work is \_\_\_\_\_ **Cognitive**
125. Which is the highest level of reflection from the following types? \_\_\_\_\_ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in \_\_\_\_\_ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is \_\_\_\_\_.
128. Critical analysis for a reflective practitioner is a process to \_\_\_\_\_
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for \_\_\_\_\_.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to \_\_\_\_\_.
133. Being open-minded means the Reflective Practitioner is \_\_\_\_\_.
134. One of the Principles of reflective practice is based on \_\_\_\_\_ research.
- 135.



## EDU406 Quiz # 3 MCQs Solved

### Compiled by Tanveer Online Academy

- Asynchronous discussion allows: **dialogue occurs sometimes after experience**
- A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. **Mentor**
- The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. **Eliciting**
- Supervision in education is made up of: **Collaborative Observation and Feedback**
- \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order. **Three**
- Dialogue can be a self-assessment tool for reflective practitioner in: **Assessing knowledge and Practice**
- Which of the following are the primary processes of Socratic Method \_\_\_\_\_? **The constructive process**
- **Lesson study focuses more on:** **student learning**
- Enactive learning is the learning by \_\_\_\_\_ **Doing and experiencing consequences of actions**
- Written reflection is positive and useful because \_\_\_\_\_ **It is possible to evident all the experiences**
- **The role of reflecting team in collaborating observation is to:** Listens to the dialogue without interrupting
- Which one of the following is the lower level of blooms taxonomy \_\_\_\_\_? **Evaluation**
- Mentor can take on different roles for reflective practitioner like a: **All of these**
- The conversation in the 7 C's model for supervision can create understanding for: **Students**
- The reflective practitioner needs to engage with one key understanding that is **\_professionalism**
- In asynchronous discussion teacher: **Reflect on theories learnt about teaching**
- The reflective practitioner ensure that inter-professional learning is effective at many levels like: **all of the above**
- Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**
- There are \_\_\_\_\_ characteristics of high performing schools: **9**
- There are some particular drivers of inter-professional learning for reflective Practitioner like: **all of these**
- There are some principles involved in inter-professional learning which: **Increase professional satisfaction**
- 
- Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.**
- What type of skill reflective practitioner needs to develop \_\_\_\_\_? **flexible**

## EDU406 Quiz # 3 MCQs Solved

### Compiled by Tanveer Online Academy

- How many steps in Socratic questioning are \_\_\_\_\_? **6**
- How many levels of bloom taxonomy are: **6**
- **An academic portfolio is an evolving collection of:** Experience and experiments over time
- Peer observation helps you to: **Provide evidence**
- Peer observation focuses on four key areas which are: **Planning, teaching strategies, management, assessment**
- Changes can also be \_\_\_\_\_ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. **Evaluative**
- The goal of lesson study is to improve the: **experience provided to the students**
- Peer monitoring is a:
- As an observer you need to: **do all the above**
- Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_. **Decide**
- Which one of the following is the higher level of blooms taxonomy \_\_\_\_? **Knowledge**
- Questions of Assumption is \_\_\_\_\_. **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information**
- A community of practice can be described as a group of \_\_\_\_\_ working together to achieve a common goal. **People**
- **Teacher collaborating is a means for reflective practitioner to get feedback which should be**
- **Peer coaching in differentiated supervision is where:** Two teachers work as a team
- Situated learning focuses on teacher learning to make them to: **Think critically and originally**
-

When differentiated supervision is occurred in peer coaching? **Two teachers work as a team**

Which of the following is a characteristic of best peer mentoring? **Honest in terms of the exchange of information**

The goal of lesson study is to improve the: **Experiences provided to the students**

Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_. **Decide**

The conversation in the 7 C's model of supervision can create new understanding for: **Students**

Theory building operates on both levels: abstract and \_\_\_\_\_. **Empirical**

Team work can contribute to which one of these? **Job satisfaction**

Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**

In 1900 who provide one coding? **Strauss and Corbin**

Inter-professional learning happens at the level of the timetable and allocation of resources within the timetable and \_\_\_\_\_. **Curriculum**

Learning occurs when we tried to close the gap between which one of these? **What we think we know and what we actually know**

Which of the following is NOT Interpersonal discourse? **Skeptical**

An academic portfolio is an evolving collection of: **Experiences and experiments over time**

Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to \_\_\_\_\_. **Questions of consistency**

Basic means of human knowledge acquisition are \_\_\_\_\_. **3**

Theory building attempt to construct and \_\_\_\_\_. **Evaluate**

Which one is a NOT a part of Specific domains shared by Communities of practice? **Success stories**

The process of knowledge management fits with the notion of which of these practitioner? **Reflective**

In terms of goal setting, what does the acronym SMARTER stand for? **specific, measurable, action-oriented, realistic, time-bound, energizing and relevant**

Effective team members are good at five C's in team composition. One of them is: **Communication**



According to Halliday's social-semiotic perspective which of the following macro functions a language perform? **Ideational (experiential), interpersonal and textual**

Repeated and similar findings is known as \_\_\_\_\_. **Replication**

In an organization, which of the following is the biggest barrier to reflective practice? **Lack of training**

The use of evidence for professional learning cannot be a \_\_\_\_\_.

Who are change agents? **Teachers**

The role of reflecting team in collaborating observation is to: **Listen to the dialogue without interruption and take notes**

Sources of theoretical sensitivity include which of these experiences? **Personal Experience and Professional**

Communities of practice share specific domains and this/these numbers of domains is/are: **3**

In Socratic method, questions of assumption force the reflective practitioner to look at the information and \_\_\_\_\_ it. **Understand**

The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are \_\_\_\_\_ **Uncertainty, enthusiasm, lack of enthusiasm and habit**

The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. **Eliciting**

Which of the following option is suitable when teacher collaborating is a means for reflective practitioner to get feedback? **Focused, evidence-based, constructive, timely**

Written reflection is positive and useful because: **It is possible to evident all the experiences**

Which of the following is a characteristic of self-regulated teacher? **Able to think about the way they are thinking**

Which of these required for effective schooling? **Coordinated efforts**

Which of the following is considered a valuable outcome of work-based learning? **Self-directed learning**

Supervision in education is made up of: **Collaborative observation and feedback**

To allow the reflective practitioner to seek out and conceptualize latent social patterns and structures through constant comparisons for this reflective practitioner has to take the role of which one of these? **Researcher**

How many fields of knowledge exist? **3**

In SECI, the letter C represents: **Combination**

How many stages are there while considering situated learning to support reflective practitioner? **4**

As an observer what do you need the most? **Give structured feedback**

Within the domain there are \_\_\_\_\_ proficiencies that the reflective practitioner can focus on. **3**

‘Does this all make sense together? This question belongs to which type of Socratic questioning? **Logic**

In Selective coding we have to identify which category? **Single**

In which of these areas peer observation focuses? **Planning, teaching strategies, management, assessment**

Evidence from students can be \_\_\_\_\_. **Formal and Informal**

COP is a group of people that work together for: **Common goal**

GT stands for? **Grounded Theory**

Which of the following are processes for the creation of academic portfolio? **Connection, selection, reflection, collection**

Teamwork can assist in the development and promotion of inter-professional: **Communication**

Evidence can be source of information for \_\_\_\_\_. **Teaching**

Which is NOT included in Grounded Theory comparison? **Knowledge**

IPL stands for: **Inter professional learning**

Reflective teaching allows us to make changes in \_\_\_\_\_. Practice

Action is the ----- stage of reflection in Situating reflecting process. Final

Which one of the following introduced the idea of reflective practice? Dewey

Reviewing is very much about ----- Reflecting on practice

Which one of the following resulted when reflective practitioner constantly strive for self-improvement? Negative

Which one of the following is NOT considered as a characteristics of reflection in professional setting? Critical

What is the important aspect of 21st century learning in classroom? Conductive to learning

\_\_\_\_\_ is a process which focuses on a professional relationship with the colleague. Critical friend

What is the best classroom practice? Students are on task

According to Lather which one of the following is necessary for reflective practice? Language

Reflexive critique deals with: Questioning things, arguments and trying to find new ways

Reviewing is very much about ----- Reflecting on practice

Which of the following is NOT one of the four steps in action research?

Developing a professional measurement instrument

A critical friend can be defined as \_\_\_\_\_. A trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend

Research shows that teachers, who reflect on their teaching results: in achieving best outcomes for their students

Which one of the following elements are considered in technical rationality?

Behavior and attitude

Reflection-on-action takes place \_\_\_\_\_. Inside the classroom

It is very much about thinking back after the classroom teaching has happened.

Reflecting on practice

Which of the following best describes the benefits of reflective practice? It determines what counts as knowledge

Who described reflective practice as ‘inner contemplation’? Sandywell

Reflecting on \_\_\_\_\_ is very significant for the reflective practitioner because it informs the decisions that you make in the classroom. Values

According to Jenny Moon ‘reflection is a form of \_\_\_\_\_ Mental processing

Which one of the following allows teachers to analyze what they have been learned and how they learned to take control of their development? Reflective practice

What was the main concern of Schon? Development of teachers

Which one of the following concern raised when reflective practice done badly, ineffectively or inappropriately? Professional

When did John develop the concept of “Guided Reflection”? 1994

Which one of the following reflective practice movement helped teachers to play their leadership roles? Curriculum development

Which of the following is NOT a level of reflection? Shallowness

What is to be gained from reflective practice? Best practice

Which one of the following helps critical reflection to support or challenge our views, practices and feelings? Evidences

In reflective practice, practitioners engage in a continuous cycle of self-observation and \_\_\_\_\_. Self-evaluation

The term reflective practice is derived from the work of \_\_\_\_\_. Schon

Processes in participatory reflection include all of the following EXCEPT

\_\_\_\_\_. Extending thinking

Which of the following assumptions does NOT underlie action research?

Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay

Which one of the following element of reflection is continuously practiced by reflective practitioners? Self Evaluation

Which one of the following is the use of reflective practice?

Which one of the following proposed basic model on which dialogic reflection is based? Brockbank and McGill

which one of the following should be the focus of the teachers in reflective practice? What has happened?

“Where could I use this again”? This question is an example of \_\_\_\_\_.

Applying

Which type of learning does critical reflection facilitate? Transformational

Which one of this process is referred to Informal reflection? Cyclical

What confuses the critical thinking and pushes thoughts in specific directions?

**Emotions** Dewey was among the first to identify reflection as a specialized form of thinking.

The challenge thinker in which phase: **2**

Which one of the following reflections requires models or framework which provide a specific and structured approach? **Formal Reflection**

Double loop learning involves modification of \_\_\_\_\_. **Objectives**

Reflective teaching allows us to make changes in\_\_\_\_\_.

**Practice** How many circles are in simple Venn diagram for reflective practice? **2**

**One part of learning from reflection relies on teachers being open-minded. These characteristics include all but \_\_\_\_\_. Using evidence to support or evaluate a decision or position**

-----is the process of consciously thinking through what is happening and this helps us gain an understanding and to make meaning from what is going on in our lives.

## **Reflection**

Which one of the following resulted when reflective practitioner constantly strive for self-improvement? Ethical concerns

Which one of the following pedagogic concern is raised by reflective teaching? Developmental readiness

To operationalize a best practice approach teachers must \_\_\_\_\_. Be committed to professional dialogue with other teachers

Which one of the following is the name of the Schon's book (1983)? The Reflective Practitioner

Which one of the following developed by teachers when reflect logically? **Practice**  
According to Stephen Brook, reflective practice is? a way for teachers to understand their problems Learning + Reflection = Experience is known as\_. **Boud's Triangular**

## **Representation**

What is the correct sequence of Rodgers model (2002)? **Presence in experience, Description of experience, Analysis of experience, Experimentation**

Which one of the following developed by teachers when reflect logically? **Practice**

What is the third step of Dewey's 5 stage Model? **Hypothesis**

Who discussed the cultural and personal risks involved in reflective practice? **Brookfield**

Which of the following needs to be considered by the practitioners who engage themselves in reflective practice? **conflicts of interests**

Which of the following is considered a powerful tool for change and improvement? **Action research**

What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**

In which phase of Rodgers model (2002) the teacher can move backwards? **Experimentation**

Which one of the following statement is the example of core best practice of the teacher?  
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**Provides an enriched environment**

Seeing things as “yes” or “no” with no subtitles referred to: **critical thinker**

**According to Stephen Brook reflective practices: it is our way for teaches to understand their problems**

**Peter's described reflective practice as a four-step model and called it: data**

**There are basic \_\_\_\_ techniques of critical thinking. 16**

**which of the following is considered the least effective form of teacher development: certified courses**

**According to the stage theory the who is just starting is called which type of thinker: Unreflective**

**How many stages are there in stage theory: 4**

**it is important to remember that critical incidents are not necessary \_\_\_\_ things. Bad**

**think, discuss, write, investigate and explore are all verbs representing what level of reflection? Review**

**According to Stephen Brookfield (1995) reflective practice is all except; locate teaching in classroom environment**

**What does ‘a lack of conceptual clarity’ mean? The educational community has different interpretations of reflection**

**Which of the following type of questions are addressed in reflection to improve practice? What, why and how**

**Which of the following best describes the benefits of reflective practice? It determines what counts as knowledge**

**Encourage wider discussions**

**Which one of the following, teacher reflects upon the larger context of education particularly with ethical and moral issues? Critical reflection**

**The reflection which relies on self-questioning and also develop awareness for the teacher of their own assumption is termed as \_\_\_\_\_. Informal refection**

**All act as lenses to explore the own assumptionn EXCEPT Action research**

**Which one of the following aspects of individuals are involved in dialogic reflection? Decisions and judgments**

**Which of the following about teacher's professional knowledge and understanding is true? teachers need to develop reflection and evaluation to support their own and others practice**

**Which type of a question promote the higher-order learning of the students? Do my assessments really reflect learning?**

**It is very much about thinking on your feet, the moment-to-moment reflection that happens while you're teaching: Reflecting in practice**

**Reflexivity for teachers means NOT only engaging both in a personal reflection but also ----- Encourage wider discussions**

**Rapid reflection is all but \_\_\_\_\_ Contemplative**

**Which one of the following reflection focuses on the investigating questions and clarifying the assumptions behind teaching activities: Practical**

**Which type of learning is occurred by practice of formal reflection? Conscious**

**In the reflective process, there must be a room for \_\_\_\_\_. Failure  
Which of the following is NOT a skill which underpins reflexivity? Existential phenomenology**

**Which one of the following repertoire of teaching is developed through reflection in the classroom?  
Strategies**

**Reflexivity for teachers means NOT only engaging both in a personal reflection but also -----.**

**which of the following is main characteristic of informal reflection self questioning**

**Greenway's 3-stage model is known as: plan do review model**

**all ethical concerns are generated by reflective practice process except right to speak**

**Which of the following assumptions does not underlie action research? teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**

**which one of the following is the main characteristic of formal reflection theory based**

**Which one of the following learners are developed by the reflective teachers? Reflective**

**\_\_\_\_\_ process allows colleagues and others to share ideas and issues. Participatory**

**which one of the following is the name of the schon's book 1983 Reflective practitioner**

**Which is the third component of underpinning reflexivity critical thinking**



**Gibbs reflective cycle 1988 the term "what happened" is used in: analysis**

**reflective practice leads to the following except leads to enquiry inform practice**

**Which element is usually not represented in reflected practice of novice teachers to reflect critically**

**we propose a framework based on different kinds of critical thinking: Halpain**

**Schon theory does not acknowledge the role of individual**

**inference is defined as the ability to determine an accurate conclusion from given information**

**Critical thinking moves us away from  
rash conclusion**

**All are the areas of concern of reflective practice except creative**

**Which type of reflection enables us to take control of one's development dialogic**

**which one of the following is the main characteristic formal of reflection  
theory based**

**which one of these element encounter with the elements of step 3 in the model of critical  
thinking answer practice before assess**

**which one of the following is ensured about the nature of teaching and learning in reflective  
practice answer experiment based**

**which one of the following allows teachers to analyse what they have been learned and how  
they learned to take control of their development?  
reflective journal**

**in what model the action-oriented level of reflection is referred to as  
now word**

**Saying things as yes or no with no subtitles is referred to critical thinkers**

**the ability to think clearly, logically and rationally is called answer critical thinking**

**Reflective practice is about learning from answer acquired experience**

**Malia is a problem student is an example of statement imprecise**

**Which is the most complex aspect of Gor and Zeichner model?  
Social reconstructionist critical reflection**

**\_\_\_ Feedback raises questions about why the teacher took particular actions. Cool**

**what is the question/analysis in reflective cycle asking many question**

**one circle in the Venn diagram represents what kind of experience concrete**

**Try out new practices or with settings that work in contrasting ways, is known as test ideas**

**which type of question is a sample of analyse phase answer why certain things happen in a particular way**

**loss of job, divorce, marriage, back to school, or moving to a new culture are included in a disorienting dilemma**

**Which type of learning is acquired by practice of formal reflection conscious**

**One's Assumptions, values and belief create their professional identity  
Critical thinking is important because it answer helps to take problems quickly**

**Comprehensive account of the situation either verbally or in writing is term as description**

**which one of the following helps to identify the difference between novice and expert teacher  
answer developmental rediness**

**Self regulation is a \_\_\_ process metacognitive**

**the circle on the left in Venn diagram is represented as Self structure**

**Blooms model which guides the lowest level of reflection might use all of the following except  
did I give enough time for individual activity**

**School model of reflective practice is based on reflecting in and on practice**

**which step is based on judgement and on teachers opinions about things evaluation**

**which one of the following decades reflective practice has been embraced by teachers,  
researchers and educator's answer two decades**

**What does the idea of reflective practice dismiss teacher's view**

**All are the areas of concern for reflective practice and except creative**

**according to Stephen Brook the reflective practices is a way for teachers to understand their problems**

- 1.** Teachers mostly don't takes ..... what they did in class. **Action**
- 2.** What is reflective practice ..... **Process of action to improve the**

**professional role ..... topic25**

### **Topic # 02**

Reflective teachers are more likely to develop ..... **learners reflective**

**2.** Reflection is a form of..... processing that we use to fulfill a purpose or achieve some anticipated outcome|| **mental**

**3.** What is the trickiest pedagogic task according to Stephan Brookfield? **Getting inside student's heads**

### **Topic # 03**

**1.** The move toward seeing teachers a reflective practitioners is also a rejection of top-down forms of educational reform that..... **involve teachers only as conduits for implementing programmed, curricula and ideas formulated elsewhere.**

**2.** seeing teachers a reflective practitioner has rejected all mentioned notions except **helps teachers to develop repertoire of strategies**

**3.** Reflective practice has been embraced by teachers, researchers , teacher and educator since last..... **two decades**

**4.** During the last ....., the slogan of reflective teaching has been embraced by teachers, teacher educators and educational researchers all over the world. **two decades**

### **Topic # 04**

**1.** The name of the Schon (1983) book is..... **The reflective practitioner**

**2.** Schon (1983) coined the term reflective practice in his book ..... **The Reflective Practitioner||.**

**3.** What does a lack of conceptual clarity mean? **the educational community has different interpretations of reflection**

**4.** According to Sandwell's view, giving emphasis on only individual reflection

leads to ..... **ignoring accounts of other within the community within which reflection occurs**

**5.** In Sandwell's views, an emphasis on individual reflection.....**fails to consider the accounts of other within the community within which reflection occurs.**

#### **Topic # 05**

**1.** In reflective practice the major focus of teacher must not on "why things are happening" but on..... **what has happened?**

#### **Topic # 07**

**1.** According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to ..... **continually develop and learn**

#### **Topic # 08**

**1.** critical reflection facilitates ..... **transformational learning**

#### **Topic # 15**

The most basic level of reflection is called as..... **Technical**

Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of..... **reflection**

The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as ..... **Practical**

#### **Topic # 18**

Reflective writing focuses on..... **Specific details within an experience**

#### **Topic # 20**

**1.** Re-theorising is the means by which Reflective Practitioners ..... **Critically examine practice and theories in the light of theories**

#### **Topic # 23**

1. In a school a critical friend can be all of the following except ..... **A new teacher who started working in the school shortly after you**

**Topic # 29**

1. One principle of reflection in the Roth Model is that..... **It uses 'what', 'why' and 'how' questions**

**Topic # 32**

1. 'Looking out' is a combination of..... **A range of viewpoints about experiences**

**Topic # 36**

1. Which model encourages the teachers to think about a given situation and establish and action plan for dealing..... **Gibbs reflective cycle**

**Topic # 42**

1. The difference between novice and expert teachers reflection practice is clearly visible in **Developmental Readiness**

2. According to Ash and Moore new teachers are..... **not reflect critically and constructively**

3. Ash and Moore (2002) say that new teachers can choose..... **not to reflect constructively and critically,**

**Topic # 43**

Which one is called an example of critical thinking? ..... **Questioning**

**Topic # 44**

**Being open-minded so that we evaluate all reasonable inferences**

**Topic # 45**

Inference is defined as the ability to ..... **understand the information**

**Topic # 46**

1. Unreflective thinkers .....are largely unaware of the determining role that thinking is playing in their lives

2. Unreflective thinker is ..... Unaware of the determining role of thinking

#### Topic # 49

1. The cognitive process is characterized as essential to ..... Higher order thinking

#### Topic # 50

2. Clarify is defined as..... State one point at a time.

#### Topic # 51

1. In 5-step model of critical thinking, the first step is..... Determine goals/ objectives

#### Topic # 55

1. Facilitates synergistic thinking- the interplay between .....factual and conceptual levels of thinking.

2. Synergistic thinking is a combination of following thinking levels .....factual and conceptual thinking

#### Topic # 56

1. According to Dewey Schon and others concepts are ..... tools for coping with the world and for solving problems .....cognitive

#### Topic # 57

1. The process of concept formation has three important phases ..... Perception ,Abstraction ,Generalization

#### Topic # 58

1. Conceptual innovation is ..... but deeper. like reframing

#### Topic # 59

1. Single loop learning has ..... strategies **Rigid strategies**

**Topic # 65**

1. A limitation of self reflection are ..... **The difference between perception and reality**

**Topic # 68**

1. Professional competencies may be developed by ..... **understanding and knowledge of social and policy contexts for education** **Topic #**

**71**

1.....competence (making sound judgments in work-related situations)

**Values/ethical**

2. .making sound judgments in work related situation is an attribute of .....  
competence **Values/ethical**

**Topic # 89**

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to .....Multiple intelligence theory  
**Logical**

**Topic # 94**

quadrant of jo-Hari windows represent the things that you are not aware of but are known by others ..... **Blind area**

**Topic # 98**

Being able to do something skillfully without having to consider everything closely  
..... **Unconscious competence**

**Topic # 99**

1. Having subject specialist knowledge is called ..... **Professionalism**

**Topic # 111**



1. Reflective practitioner has two levels. The names of these two levels are ..... **action level and cognitive level** **Topic**

**# 115**

1. Reframing of beliefs is a four-step process. The order of determination of these beliefs is .....**core belief -supporting beliefs -opposites of supporting belief -reframed core belief**

**Topic # 118**

1. Epistemic stances ..... **Changes with the experiences**

**Topic # 123**

1. Emancipatory phase of critical reflective enquiry helps to .....in the class.  
**Encourage different ways of thinking**

**Topic # 240**

1. Reflection is the ability to reflect on questions .....to improve practice.  
**What, why and how**

1. What does not constitute professionalism? .....**Reflection**

2. A taxonomy provides a structured framework to a reflective practitioner to move from  
**Absolute knowing to Contextual knowing**

3. Principles of developing competence among reflective practitioners include  
..... **assume roles beyond the classroom**

4. Reflective writing focuses on .....**Interpretation**

5. To increase our understanding, we need to .....**respect evidence and reason**

What confuses the critical thinking and pushes thoughts in specific directions? **Emotions**

**Dewey** was among the first to identify reflection as a specialized form of thinking.

The challenge thinker in which phase: **2**

Which one of the following reflections requires models or framework which provide a specific and structured approach? **Formal Reflection**

Double loop learning involves modification of \_\_\_\_\_. **Objectives**

Reflective teaching allows us to make changes in \_\_\_\_\_. **Practice**

How many circles are in simple Venn diagram for reflective practice? **2**

Which one of the following developed by teachers when reflect logically? **Practice**

According to Stephen Brook, reflective practice is? a way for teaches to understand their problems

Learning + Reflection = Experience is known as \_\_\_\_\_. **Baud's Triangular Representation**

What is the correct sequence of Rodgers model (2002)? **Presence in experience, Description of experience, Analysis of experience, Experimentation**

Which one of the following developed by teachers when reflect logically? **Practice**

What is the third step of Dewey's 5 stage Model? **Hypothesis**

Who discussed the cultural and personal risks involved in reflective practice? **Brookfield**

Which of the following needs to be considered by the practitioners who engage themselves in reflective practice? **conflicts of interests**

Which of the following is considered a powerful tool for change and improvement? **Action research**

What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**

In which phase of Rodgers model (2002) the teacher can move backwards? **Experimentation**

Which one of the following statement is the example of core best practice of the teacher? **EDU406 Provides an enriched environment**

Seeing things as "yes" or "no" with no subtitles referred to: **critical thinker**

## **Critical Thinking and Reflective Practices (EDU 406)**

### **Topic # 01**

**1.** Teachers mostly don't takes ..... what they did in class. **Action**

**2.** What is reflective practice ..... **Process of action to improve the**

## **professional role ..... topic25**

### **Topic # 02**

Reflective teachers are more likely to develop ..... **learners reflective**

**2.** Reflection is a form of ..... processing that we use to fulfill a purpose or achieve some anticipated outcome || **mental**

**3.** What is the trickiest pedagogic task according to Stephan Brookfield? **Getting inside student's heads**

### **Topic # 03**

**1.** The move toward seeing teachers a reflective practitioners is also a rejection of top-down forms of educational reform that ..... **involve teachers only as conduits for implementing programmed, curricula and ideas formulated elsewhere.**

**2.** seeing teachers a reflective practitioner has rejected all mentioned notions except ..... **helps teachers to develop repertoire of strategies**

**3.** Reflective practice has been embraced by teachers, researchers , teacher and educator since last ..... **two decades**

**4.** During the last ..... , the slogan of reflective teaching has been embraced by teachers, teacher educators and educational researchers all over the world. **two decades**

### **Topic # 04**

**1.** The name of the Schon (1983) book is ..... **The reflective practitioner**

**2.** Schon (1983) coined the term reflective practice in his book ..... **The Reflective Practitioner || .**

**3.** What does a lack of conceptual clarity mean? **the educational community has different interpretations of reflection**

**4.** According to Sandwell's view, giving emphasis on only individual reflection

leads to ..... **ignoring accounts of other within the community within which reflection occurs**

**5.** In Sandwell's views, an emphasis on individual reflection ..... **fails to consider the accounts of other within the community within which reflection occurs.**

#### **Topic # 05**

**1.** In reflective practice the major focus of teacher must not on "why things are happening "but on ..... **what has happened?**

#### **Topic # 07**

**1.** According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to ..... **continually develop and learn**

#### **Topic # 08**

**1.** critical reflection facilitates ..... **transformational learning**

#### **Topic # 15**

The most basic level of reflection is called as ..... **Technical**

Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of ..... **reflection**

The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as ..... **Practical**

#### **Topic # 18**

Reflective writing focuses on ..... **Specific details within an experience**

#### **Topic # 20**

**1.** Re-theorising is the means by which Reflective Practitioners ..... **Critically examine practice and theories in the light of theories**

#### **Topic # 23**

1. In a school a critical friend can be all of the following except ..... **A new teacher who started working in the school shortly after you**

**Topic # 29**

1. One principle of reflection in the Roth Model is that ..... **It uses 'what', 'why' and 'how' questions**

**Topic # 32**

1. 'Looking out' is a combination of ..... **A range of viewpoints about experiences**

**Topic # 36**

1. Which model encourages the teachers to think about a given situation and establish an action plan for dealing ..... **Gibbs reflective cycle**

**Topic # 42**

1. The difference between novice and expert teachers' reflection practice is clearly visible in ..... **Developmental Readiness**

2. According to Ash and Moore new teachers are ..... **not reflect critically and constructively**

3. Ash and Moore (2002) say that new teachers can choose ..... **not to reflect constructively and critically,**

**Topic # 43**

Which one is called an example of critical thinking? ..... **Questioning**

**Topic # 44**

**Being open-minded so that we evaluate all reasonable inferences**

**Topic # 45**

Inference is defined as the ability to ..... **understand the information**

**Topic # 46**

1. Unreflective thinkers ..... **are largely unaware of the determining role that thinking is playing in their lives**

2. Unreflective thinker is ..... **Unaware of the determining role of thinking**

#### **Topic # 49**

1. The cognitive process is characterized as essential to ..... **Higher order thinking**

#### **Topic # 50**

2. Clarify is defined as ..... **State one point at a time.**

#### **Topic # 51**

1. In 5-step model of critical thinking, the first step is ..... **Determine goals/objectives**

#### **Topic # 55**

1. Facilitates synergistic thinking- the interplay between ..... **factual and conceptual levels of thinking.**

2. Synergistic thinking is a combination of following thinking levels ..... **factual and conceptual thinking**

#### **Topic # 56**

1. According to Dewey Schon and others concepts are ..... tools for coping with the world and for solving problems..... **cognitive**

#### **Topic # 57**

1. The process of concept formation has three important phases ..... **Perception ,Abstraction ,Generalization**

#### **Topic # 58**

1. Conceptual innovation is ..... but deeper. **like reframing**

#### **Topic # 59**

1. Single loop learning has ..... strategies **Rigid strategies**

**Topic # 65**

1. A limitation of self reflection are ..... **The difference between perception and reality**

**Topic # 68**

1. Professional competencies may be developed by ..... **understanding and knowledge of social and policy contexts for education**

**Topic # 71**

1. .... competence (making sound judgments in work-related situations)

**Values/ethical**

2. .making sound judgments in work related situation is an attribute of .....  
competence **Values/ethical**

**Topic # 89**

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to .... Multiple intelligence theory

**Logical**

**Topic # 94**

quadrant of jo-Hari windows represent the things that you are not aware of but are known by others ..... **Blind area**

**Topic # 98**

Being able to do something skillfully without having to consider everything closely ..... **Unconscious competence**

**Topic # 99**

1. Having subject specialist knowledge is called ..... **Professionalism**

**Topic # 111**

1. Reflective practitioner has two levels. The names of these two levels are ..... **action level and cognitive level**

#### **Topic # 115**

1. Reframing of beliefs is a four-step process. The order of determination of these beliefs is ..... **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**

#### **Topic # 118**

1. Epistemic stances ..... **Changes with the experiences**

#### **Topic # 123**

1. Emancipatory phase of critical reflective enquiry helps to ..... in the class.  
**Encourage different ways of thinking**

#### **Topic # 240**

1. Reflection is the ability to reflect on questions ..... to improve practice.  
**What, why and how**

1. What does not constitute professionalism? ..... **Reflection**

2. A taxonomy provides a structured framework to a reflective practitioner to move from ..... **Absolute knowing to Contextual knowing**

3. Principles of developing competence among reflective practitioners include ..... **assume roles beyond the classroom**

4. Reflective writing focuses on ..... **Interpretation**

5. To increase our understanding, we need to ..... **respect evidence and reason**



<b>MUHAMMAD IMRAN</b>	<b>EDU406 - Critical Thinking and reflective Practice</b>
<b>Lecture No. 1 to 6 (Topic 01 to 36).</b>	<b>QUIZ NO 1</b>
<b>30-12, 2020</b>	<b>to 01-12, 2020</b>

- Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of \_\_\_\_\_ **reflection.**
- What is the trickiest pedagogic task according to Stephan Brookfield? \_\_\_\_ **Getting inside student's heads**
- Re-theorising is the means by which Reflective Practitioners \_\_\_\_ **Critically examine practice and theories in the light of theories**
- The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as \_\_\_\_\_ **Practical**
- Teachers mostly do not take what they did in class \_\_\_\_\_ **action**
- Which model encourages the teachers to think about a given situation and establish and action plan for dealing \_\_\_\_\_ **Gibbs reflective cycle**
- To increase our understanding, we need to \_\_\_\_\_ **respect evidence and reason**
- According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to \_\_\_\_\_ **continually develop and learn from their experience or meet organizational and national standards**
- The term selective practice is derived from the work of \_\_\_\_\_ **Dewey**
- Critical reflection involves which of the following \_\_\_\_\_ **Analysing and evaluating**
- All the practices of formal instruction expect \_\_\_\_\_ **it develops its own assumptions**
- in which type of reflection historic political and critical values frame practical problems \_\_\_\_\_ **critical reflection**
- What does a lack of conceptual clarity mean? \_\_\_\_\_ **the educational community has different interpretations of reflection**
- A benefit of the green away model of reflection is \_\_\_\_\_ **It is cyclical**
- Which of the following assumptions does not underline action research?
- Which of the following best describes the benefits of reflective practice?** **It determines what counts as knowledge.**
- Teachers should value their reflection and ..... their practice** \_\_\_\_\_
- In professional setting what is not considered as a characteristic of reflection \_\_\_\_\_
- According to sandwell's view giving emphasis on only individual reflection lead to \_\_\_\_\_
- Q23. According to Stephen Brook, reflective practice is?** **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- Q47: Rapid reflection is all but** \_\_\_\_\_
- Q5: A common strand of reflecting-in-action and reflecting-on- practice is** **Connecting with feelings in relation to applications of theory**
- Which reflection requires models or framework which provide a specific and structured approach? \_\_\_\_\_
- Which one statement is the example of core best practice? **Teachers provides an enriched environment**
- What is reflective practice?** **Process of action to improve the professional role**

26. What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
27. All are the ways for a teacher to develop reflective practice strategies except\_\_\_\_\_
28. Dialogic reflection has less intense approach and involve individuals \_\_\_\_\_
29. Reflection on action deals with the happened **Outside the classroom**
30. Lather stressed on the use of appropriate language in reflective practice to avoid: **All of above**
31. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
32. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
33. Reflective practice helps teachers to generate new knowledge and ideas by \_\_\_\_\_
34. A critical friend can be defined as **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
35. What leads to the lacks in conceptual clarity of teachers is reflective practice process\_\_\_\_\_
36. Q13. What does the idea of reflective practice dismiss? Select the correct option **Teachers view**
37. What is the main characteristics of informal reflection \_\_\_\_\_
38. Q31.Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**
39. One of the principles of reflective practice is based on \_\_\_\_\_ research \_\_\_\_\_
40. Reflection is the ability to reflect on question ... to improve practice\_\_\_\_\_
41. In reflective practice, practitioner engage in a continuous cycle of self-observation and -----  
-----**Self- evaluation**
42. Whose theory does not acknowledge the problematic nature of language and discourse within practice environment\_\_\_\_\_
43. Reflection can be described as -----**A reconstruction mental review**
44. How critical reflection helps to deal with different perspective\_\_\_\_\_
45. Culture of reflective practice in your workplace shows\_\_\_\_\_
46. In reflective practice, practitioner engage in a continuous cycle of self-observation and\_\_\_\_\_.
47. What is question/ analysis in the reflective cycle?
48. The most basic level of reflection is called as:
49. All statements belong to technical reflection, except:
- 50.
- 51.
- 52.

Which of the following about teacher's teacher's professional knowledge and understanding is true?

**Teachers need to develop reflection and evaluation to support their own and others practice**

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in : **3-dimensional instruction**
4. Which one is called an example of critical thinking? **Questioning**
5. a Limitations of self-reflection are..... **the difference between perception and reality**
6. Frames are influenced by .....**Metaphors**
7. Which of the following is not the attribute of reflective practice? **It challenge and change practice**

8. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
9. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
10. Personal attributes of critical thinkers includes : **all of above**

Linguistic refers to **Learning through spoken and written word**

11. Interpretation is the skills of **Understanding and transmitting**
12. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----  
----- concerns. **Professional**
13. Unreflective thinker is: **Unaware of the determining role of thinking**
14. Reflecting logically allows teachers to take control of their learning and helps them to develop overall----- **Competencies**
15. Epistemic stances **Change with the experiences**
16. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
17. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
18. The 4Ps reframing matrix are productive, planning potential and-----

**People perspective**

19. What act as catalyst to challenging the reflective practitioner to think at more advance levels?

Problem solving learning

**Conceptual learning**

Factual learning Critical learning

20. One of the pedagogic concern raised by reflective teaching is called

**Development readiness**

Conceptual understanding

Instructional planning

None of the above

21. Critical Reflection helps to support or challenge our views, practices and feelings by providing

Observation

Experience

**Evidences**

Experiments

22. Critical Reflection involves which of the following?

Analysing and conceptualising

**Analysing and evaluating**

Reasoning and evaluating

Conceptualizing and describing

23. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students?

**In 3- dimensional instructions**

In 2- dimensional instructions

In 1- dimensional instructions

In 4- dimensional instructions

24. Single loop learning has ----- strategies.

Automatic

Explanatory

**Rigid**

Singular

25. The cognitive process is characterized as essential to:

Lower order thinking

Logical thinking

**Higher order thinking** Reflective thinking

26. The name of the Schon (1983) book is -----

The reflective practice

**The reflective practitioner**

The reflection

The critical reflection

27. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Open area

Blind area

Hidden area

**Unknown area**

28. Concept is looked or understood differently by reframing core belief based on

Core belief

**New supporting beliefs**

Opposite supporting beliefs

Intuitions

29. A reflective practitioner is able to

**Question assumptions and values** Think outside the box

Question other people's assumptions

All of the above

30. What is the evidence of reflecting thinking?

**Reflective writing**

Making judgments

Analyzing questions

Linking theory to practice

31. In 5-step model of critical thinking, the first step is:

Practice before your assess

Gather and review feedback

Learn through seeking answer

**Determining goals/objectives**

32. Theory that commands the thinking the action is known as Theory in action

Theory in reaction

Critical theory

**Theory in use**

33. Micro- Outcomes involves:

The broad overall results of professional activity

The outcomes of very specific activities

The result of a partially completed activity

**All of these**

34. Reflective practice is important because it is used to:

**Improve teacher's practice**

Enhance the quality of learners

Promote school culture

Motivate teachers and students

35. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Maintain discipline

Promote rote learning

**Encourage different ways of thinking** Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

**a)improvement**

b)change

c)theories

d)intrepretation

2. Looking is the part of the reflective process which.....

**a) occurs before teaching**

**b) occurs after teaching**

**c) occurs as a precondition for reflection**

**d) occurs as a response to experiences** 3. Frames are influenced by.....

a)Metaphors

b) Individual interests

c) **Perceptions**

d)Experiences

3) Lather stressed on the use of appropriate language in reflective practice to avoide..... a)

Teaching students and teachers as objects

b) Manipulating students and teachers in reflection

c) confronting students and teachers as a thing in reflection

d) **All of the above**

4. which of the following do not transfer but are locked in time, place or a situation..... a)

concepts

b)ideas

**c)facts**

d)beliefs

5) Comprehensive account of the situation either verbaly or in writing is termed as..... a)

Reflection

b)Description

**c) Synthesis**

d)Analysis

6. Reflective action plan involves being helped to.....

a) select a specific target

b)Planned a programe of discussion and observation over a fixed period

c)Evaluate your effectiveness

**d)All of the above**

7. core critical thinking skills are .....

a) Analysis

b) Inference

c)self regulation

**d)All of these**

8. Epistemic stances

a) Are the ways to orgainze knowledge

b)Never changes with the experiences

c) changes with the experiences

d) Are used to describe facts

9. what is the trickiest pedagogic task according to Stephen Brookfield?

a) Being fair with students task

b) Getting inside students' heads

c) Maintaining professional relation with colleagues

d) Participating in promoting school culture

10. A reframing matrix is a tool used because different people have different.....

a) Experiences to approach the problems

b) space to cope up with the issue

c) protocols in the institution

d) Limitations to think

11. Reflective practice has been embraced by teachers, researchers, teacher and educators since last .....

a) two decades

b) three decades

c) four decades

d) five decades

12. When a professional practitioner is aware of the relevance of the skill it is called..... a) conscious incompetence

b) conscious competence

c) in conscious competence

d) unconscious incompetence

13. A product for a teacher might include.....

a) Relationship with students

b) Approaches to assessment

c) strategies for behaviour management

d) All of these

14. Learning to learn is .....

a) An ability to pursue in learning

b) Identifying available opportunities

c) Building on prior learning and experience

d) All of the above

15. What are the indicators of a reflective practitioner?

a) Intellectual quality

b) Higher order thinking

c) Meta language

d) All of the above

16. Reframing helps to reflective practitioner.....

a) see alternative solutions and actions

b) see things from other perspective

c) both a and b

d) None of the above

17. Which of the following helps to reduce blind area and expand open area of a person in team context.....

a) feedback

b) support

c) Information

d) reflection

18. Personal attributes of critical thinkers include:

a) Honesty about emotions

b) Evaluation disposition free from open-mindedness

c) Personal awareness specially relating to personal bias

d) All of the above

19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall ..... a) Personality

b) Competencies

c) Practices

d) Performance

1. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one?

Rhetorical frames

2. The 4Ps in reframing matrix are Productive planning potential and \_\_\_\_ People perspective

3. All are the barriers to the reflective practice except. Lack of Critical thinking

4. Reflective practice is important because it is used to: Enhance the quality of the learners

5. In reflecting writing it is important to select the most \_\_\_\_\_ part of the event only. Significant

6. Double loop learning involves \_\_\_\_\_. All of the above

7. A reframing matrix is a tool used because different peoples have different Experience to approach problem

8. Exploring practice using inductive action planning requires \_\_\_\_\_ Clearly defined and expressed success criteria

9. Cognitive shortcuts that people use to help make sense of complex information is known as: Concept map

10. Reflective teachers are more likely to develop \_\_\_\_\_ learners. Reflective

11. In which type of reflection historic, political and cultural values frame practical problems? Critical reflection

12. Which beliefs are behind to make the casual relation of frames? Assumptions

13. Multiple intelligence theory benefits in \_\_\_\_\_ Development of strategies

14. According to Habermas, reflection requires a level of detachment and \_\_\_\_\_ Objectivity

15. A benefit of the greenaway model of reflection is \_\_\_\_\_ It is cyclical

16. A reflective practitioner is able to \_\_\_\_\_ Question assumption and values

17. The term reflective practice is derived from the work of \_\_\_\_\_ Schon

18. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: Value

19. According to a Brookfield, which is the most powerful lens for teachers? The self lens

20. Looking in is the part of reflective process which \_\_\_\_\_ Occur before teaching

21. Synergistic thinking is

None of the above

22. Key feature of reflection are: All of these

23. A reflective action plan involves being helped to: All of these

24. What happened when the original starting point causes a dilemma that needs to addressed? Transformation



25. \_\_\_\_\_ include in personal challenges to effective reflective practice.

**Pride**

26. The major concern for a reflective practitioner is to be aware with their \_\_\_\_\_

**Underlying beliefs and assumptions**

27. The theorem is a formal method of speculation developed by the \_\_\_\_\_

**Greeks**

28. \_\_\_\_\_ activities are the translation of naturalistic intelligence for reflective practitioner

**Categorizing, contrasting, classifying, organizing**

29. Concept-based learning means the reflective practitioner \_\_\_\_\_

**Work with**

**deeper levels of conceptual understanding**

1) which of the following is an example of warm feedback.

**Warm feedback consists of supportive, appreciative statements**

2) The critical lenses refer to

**None of above**

3) The practitioner accounts are considered none-problematic for all reasons expect

**No effort is made to foster reflection on language**

4) making sound judgments in work related situation is an attribute of **Ethical**

5) The cognitive processes is characterized as essential to

**Higher order thinking**

6) The most basic level of reflection is called as

**Technical**

7) which of the following best describe a 'regular learning network':

**A place for a teacher to come together and discuss matter and concern**

8) Technical rationally in reflection deal with the

**Behavior and skills**

9) critical reflection involves which of the following

**Analysing and evaluating**

10) quadrant of jo-hari windows represent the things that you are not aware of but are know by others

**Blind area**

11) reflective practitioner does not believe in

**One single truth/one right way**

12) learning+ reflection= Experience Is know as

**Boud's triangular representation**

The first step in the reflective practice process is:

**Examine teaching occasion particular that went bad**

.....allows teachers to analyze what they have been learned and how they learned to take control of their development. **Critical reflection**

In reflective practice, practitioner engage in a continuous cycle of self-observation and.....

**Self evaluation** A 'product' for a teacher

might include.....

**All of the above**

Absolute knowing is a process of ..... **Learning**

**from other**

The stage-6 of critical thinking development is called as the .....thinker. **Accomplished**

Which of the following is NOT a 'best' practice?

**Follow the next closely to ensure coverage of the curriculum**

Core Critical Thinking Skills are: **All of the these**

Reframing helps the Reflective Practitioner.....

**Both 'a' and 'b'**

In reflective writing the two source of evidence are: **your and academic reflection**

**Quiz 1...edu 406**

**Q1: To operationalize a best practice approach teachers must**

**Be committed to professional dialogue with other teachers**

Be open-minded and committed to professionalism

See practice as a process of analysis



Be focused on technical proficiency

**Q2: What is the impact of reflective practices on the teacher?**

**It leads higher quality practice**

It leads to greater independence for the teacher

It sustains inclusive environments

**Q3. Within a critical thinking framework, 'reasoning' is conducted from**

A logical framework

An objective perspective

**Both 'a' and 'b'**

None of the above

**Q4. The 'critical lenses' refer to**

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

**None of the above**

**Q6. In a school a critical friend can be all of the following except**

A teacher

A retired principal

**A new tescher wha started working in the school shortly after you**

A friend from another school

**Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option The Self Lens**

The Student Lens

The Peers Lens

The Theary Lens

**Q9: Double loop leanng involves**

Changing personal assumptions

Changing personal approaches

**Both a and 'b'**

None of the above

**Q10. The Reflective Practitioner must \_\_\_\_\_.**

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance **Both „a" and „b"** none of above corrcr

**Q11. Benjamin Bloom major work in is Select the correct option Affective**

Management

**Cognitive**

Psychomotor

**Q12. Conceptual innovation is Select the correct option**

**Like re-framing**

The same as re-framing

Not re-framing

Identifying new questions

**Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option**

Self-regulation

interpretotion **both**

**a and b** None of the above

**Q15. What is question/ analysis in the reflective cycle? Select the corect option. Taking on the role of researcher**

**Q16. one of the four steps in action research.**

**Identifying the research problem**

**Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option Suppositions, theories, beliefs and assumptions**

**Q18. Which of the following not a component of the process involved in reflective practice?**

Select the corect option **Subject Knowledge**

**Q19. Which of the following is NOT a best practce? Select the colrect option**

**Educates the whole child**

Follows the text closely to ensure coverage of the curriculum  
Students' active participation in learning  
Challenging environments

**Q20. Looking out is a combination of Select the correct option**

**A range of viewpoints about experiences**

**Looking around and looking back**

Perspectives which direct the focus of attention  
None of the above

**Q21. One part of learning from reflection relies on teachers being open minded These charactenstics include all but Select the correct option**

Accepting consequences of their decisions  
Viewing situstions from multiple perspectives  
Searching for alternatives explanations for classroom events

**Using evidence to suppoit or evaluate a decision or position**

**Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?**

Reflection is more effective when conducted collaboratively  
Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

**Guidance and structure are key factors for Reflective Practitioners** When the Reflective Practitioner knows what is best for children

**Q23. What does „a lack of conceptual clarity“ mean?**

**The educational community has different interpretations of reflection**

It confuses perceptions about what happens in the classroom  
It includes too many viewpoints and so becomes confusing for the individual does not account for students“ perspectives

**Q24.Creative Thinking is not critical thinking because**

It is not logical  
Ut is not problem-centred

**It is emotive**

It is not based on „black-and-white“ thinking

**Q25.Reflection-on-action can be described as \_\_\_\_\_**

Thinking about what to do

**A reconstructive mental review**

Problem resolution  
Weighing the pros and cons of alternatives **Q26.**

**Critical thinking is \_\_\_\_\_.**

**Select correct option:**

A biological process  
A psychologicaland cognitive process  
A communication process

**All of the above**

**Q29.Critical Reflection involves which of the following?**

Select correct option:  
Analysing and conceptualising  
**Analysing and evaluating**  
Reasoning and evaluating  
Conceptualizing and describing

**Q30. What factor makes reflection seem time-consuming?**

**Select correct option:**

**Regular learning networks are very time-consuming**

Lack of leadership for Reflective Practice  
Regular learning networks are very time-consuming  
Staff is too busy

**Q32.Self-regulation is Select the correct option**

A metacognitive process correct

A creative process

A psychological process

A communication process

**Q33. Learning from reflection can also be known as** Select the correct option Discussion-based leaning

Enhancement-oriented learning

Professional development-based learning

**Q34. To increase our 'understanding' we need to** Select the correct option

Dismiss reasoning

Respect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must \_\_\_\_\_.

- ✦ Manage workloads as part of their role in planning and leading the profession ✦
- Ensure a suitable work-life balance

✦ Both 'a' and 'b'

- ✦ None of the above

2. Reflection is NOT \_\_\_\_\_.

✦ A simple 'tick box' activity

- ✦ A routine activity for a teacher

✦ Both 'a' and 'b'

- ✦ None of the above

3. : Deductive learning is \_\_\_\_\_.

✦ From general to specific

- ✦ Rule base

✦ From unknown to known

- ✦ All the above

4. The Reflective Practitioner has adapted \_\_\_\_\_.

- ✦ Ways of knowing

✦ Patterns of reasoning

✦ Both 'a' and 'b'

- ✦ None of the above

5. Reflective writing focuses \_\_\_\_\_.

✦ On all aspects of an experience

✦ Critical incidences

✦ Specific details within an experience

✦ Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with \_\_\_\_\_.

✦ Using a wider range of experiences and research to underpin the approach to teaching ✦

Using a wider range of pedagogies as a means to realize excellence in teaching

✦ Both 'a' and 'b'

- ✦ None of the above

7. : Working inductively means to \_\_\_\_\_.

✦ Identify a goal and explore strategies to achieve it

✦ Plan a programme of discussion and observation to improve

- ✦ Reflect in an exploratory and trial-and-error fashion
- ✦ None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_. ✦ More reflective

- ✦ **Adaptable to changing conditions**
- ✦ Able to review experiences critically
- ✦ Is open to many new ideas

9. : Reflection can be negatively influenced by \_\_\_\_\_.

- ✦ **A lack of objectivity**
- ✦ The Reflective Practitioner ignoring the truth
- ✦ None of the above
- ✦ Both 'a' and 'b'

10. : The Professional Development Journal is \_\_\_\_\_.

- ✦ A personal diary
- ✦ An on-going discourse
- ✦ **A subjective dialogue**
- ✦ A list of critical incidents

11. : We understand frames through the use of \_\_\_\_\_.

- ✦ Metaphors providing explain them
- ✦ Metaphors to clarify them
- ✦ **Metaphors to communicate logic**
- ✦ None of the above

12. : The study of parts of the community fall in \_\_\_\_\_.

- ✦ Evaluation
- ✦ Synthesis
- ✦ Analysis
- ✦ **Knowledge**

13. : Concept-based learning means the Reflective Practitioner \_\_\_\_\_.

- ✦ Transfers learning to new concepts easily
- ✦ Makes meaning and process information more deeply
- ✦ Has a more thorough working knowledge of theories-in-use
- ✦ **Works with deeper levels of conceptual understanding**

14. : Being committed to the profession means \_\_\_\_\_.

- ✦ **Being responsible for continuing professional development**
- ✦ Being responsible for managing change
- ✦ Being responsible for changing policy and practice
- ✦ None of the above

15. : Concepts determine \_\_\_\_\_.

- ✦ How a Reflective Practitioner's perceptions are explained
- ✦ How a Reflective Practitioner's beliefs are explained
- ✦ **The frames for perception**
- ✦ The ways a Reflective Practitioner explains experience

16. : A Reflective Practitioner is able to \_\_\_\_\_.

- ✦ Question assumptions and values
- ✦ **Think 'outside the box'**
- ✦ Question other people's assumptions
- ✦ All of the above

17. : We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- ✦ Understand theories as we apply them
- ✦ Predict what will happen when we apply theory to practice
- ✦ **Explain situations**
- ✦ Generate schemas for translating theory into practice

18. : Exploring practice using inductive action planning requires \_\_\_\_\_.

- ✦ Clearly defined and expressed success criteria
- ✦ **Clearly identified evidence sources**
- ✦ Both 'a' and 'b'
- ✦ None of the above

19. : An effective action plan is \_\_\_\_\_.

- ✦ Developmental
- ✦ **Precise**
- ✦ Shared
- ✦ All of the above

20.: Professional knowledge relates to \_\_\_\_\_.

- ✦ **Subject knowledge**
- ✦ Communication skills
- ✦ Social interaction
- ✦ All of the above

21.: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- ✦ **Targets, planning, evaluation**
- ✦ Specific target-setting, identification of actions, evaluation of success
- ✦ Specific targets, activities, success criteria
- ✦ None of the above

22. : Reflective writing \_\_\_\_\_.

- ✦ Is personal
- ✦ **Links theory to practice**
- ✦ Questions experience

23. Our assumption can be **Perceptual**.

24. Our assumptions can be **revealed and explored through four lenses.**

25. A product for a teacher might include. **All of above**

26. A paradigm shift is. **Brings a new set of concepts**

27. Reframing for new learning is. **Focused on inventing new strategies**

28. Concept formation involves. **Perception, abstraction, generalization**

29. The highest level of Bloom taxonomy is. **Evaluation**

30. Using a reflective action plan is valuable. **To set targeted action points**

31. The Professional development Journal supports the RP to. **Reflect on experiences**

32. Inductive learning is. **Specific to general**

**84: We can make theory-in-use visible by..**

**a) Construction someone's theory-in-use from observations of behavior**

**b) Clues for discovering the theory-in-use**

**c) Developing ideas**

**d) Exploring concepts** **85: A 'problem statement'** **a) Is not too specific**

- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

**87: The benefits of concept-based learning..**

- a) Depend on the experience of the reflective practitioner
- b) Depend on the intellectual level of thinking of the reflective practitioner
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

**88: The reflective practitioner uses 3-dimensional instruction to**

- .. b) Develop understanding of connection between topics/subject
- c)

Build use multiple intelligence in their teaching

d) all of the above

**89: critically reflective teaching is .**

- a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) all of the above

**According to moon what are the key aspects of reflective practice. A).**

reflective practice is a form of mental processing

- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. All of the above.

**10. Which of the following is not the best practice?**

ANS. Follows the text closely to ensure coverage of the curriculum

**11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?**

Ans. Using evidence to support or evaluate a decision or position.

**12. What is hyper reflexivity?**

Ans. Deconstructing applications of knowledge in the classroom.

**13. The most significant part of the model is...? Ans learning from experience**

**14.DATA refers to...?The four steps analytical process necessary for guiding reflection**

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

Honesty about emotions

Evaluation disposition borne from open-mindedness

Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

Reflective practice helps students learn

It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical  
Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description  
Thoughtful listening  
**Extending thinking**  
None of the above

knowing in action is described by Schon as:

Our knowing is ordinarily implicit in our patterns of action  
When we cannot say what we know

**When we go about spontaneous, intuitive performance of the actions of every day life** All  
of the above

Learning from reflection can also be known as

**Professional development based learning**

Which of the following assumptions does not underline action research

**Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**

Interpretation is the skill of

Understanding and transmitting

**Cognition and communication**

Thinking and talking

Receiving and sending information

When we think habitually, we \_\_\_\_\_

**Ans: Ignore Data**

**A learning 'hub' which challenges practice and policy.**

Looking in is the part of the reflective process which \_\_\_\_\_

**Ans: Occurs as a response to experiences**

Which of the following is an example of warm feedback?

**Ans: Warm feedback consists of supportive, appreciative statements**

Self-regulation is \_\_\_\_\_

**Ans: A metacognitive process**

One principle of reflection in the Roth Model is that \_\_\_\_\_

**Ans: It uses 'what', 'why' and 'how' questions**

EDU406 Q#2

3 The Reflective Practitioner must \_\_\_\_\_.

- ✦ Manage workloads as part of their role in planning and leading the profession
- ✦ Ensure a suitable work-life balance
- ✦ Both 'a' and 'b'
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✦ Synthesis

✦ Analysis

✦ Knowledge

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✦ Understand theories as we apply them

✦ Predict what will happen when we apply theory to practice

✦ Explain situations

✦ Generate schemas for translating theory into practice 4: Effective writing in a Professional Development Journal \_\_\_\_\_.

✦ May include diagrams and drawings

✦ Is short and precise

✦ Both 'a' and 'b'

✦ None of the above

## Quiz

Question 1: Which of the following about teacher's professional knowledge and understanding is true?

✦ Once reflection becomes a habit you will not need to develop your reflective skills further

- ✦ Everyone always learns from experience
- ✦ Teachers need to develop reflection and evaluation of their practice
- ✦ Locates teaching within the context of the school agenda
- ✦ Empowers the teacher to appreciate the bigger picture surrounding teaching
- ✦ a way for teachers to understand their problems
- ✦ None of the above

**Question 3: Which of the following is NOT a 'best' practice? Pg.19**

- ✦ Educates the whole child
- ✦ Follows the text closely to ensure coverage of the curriculum
- ✦ Students' active participation in learning

**Question No.4: What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg.294**

- ✦ Reflection is more effective when conducted collaboratively
- ✦ Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- ✦ Guidance and structure are key factors for Reflective Practitioners
- ✦ When the Reflective Practitioner knows what is best for children Challenging environments

**Question 5: Which of the following is considered the least effective form of teacher development?**

- ✦ Certificated Courses
- ✦ Workshops
- ✦ in-school mentoring
- ✦ Communities of Practice

**Question 6: Knowing-in-action is described by Schon as \_\_\_\_\_. ✦** Our knowing is ordinarily implicit in our patterns of action

- ✦ When we cannot say what we know
- ✦ When we go about the spontaneous, intuitive performance of the actions of everyday life ✦ All of the above

**Question 7: What are the major mechanisms involved in critical thinking for the reflective practitioner?**

- ✦ Self-regulation ✦ interpretation
- ✦ both 'a' and 'b'
- ✦ None of the above

**question 8: Creative Thinking is not critical thinking because**

- ✦ It is not logical
- ✦ It is not problem-centred
- ✦ It is emotive
- ✦ it is not based on 'black-and-white' thinking

**Question 9: 'Looking out' is a combination of \_\_\_\_.**

- ✦ A range of viewpoints about experiences
- ✦ Looking around' and 'looking back'
- ✦ Perspectives which direct the focus of attention
- ✦ None of the above

**Question 10: Which of the following assumptions does NOT underlie action research?**

- ✦ Teachers and other education professionals have authority to make decisions
- ✦ Teacher and other education professionals want to improve their practice
- ✦ Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- ✦ Teachers and other education professionals are committed to continued professional development

**DATA refers to pg.40**

- ✦ The analysis of an event
- ✦ The teacher describing, analysing, thinking and acting
- ✦ The four steps analytical process necessary for guiding reflection

**3: What is reflective practice?**

- ✦ A process to evaluate teaching
- ✦ Process leading to activity in response to any aspects of the professional role
- ✦ Process of action to improve the professional role

- ✦ none of these

**4: What is the impact of reflective practices on the teacher**

- ✦ It leads higher quality practice
- ✦ It changes teacher's values and beliefs
- ✦ It leads to greater independence for the teacher
- ✦ It sustains inclusive environments

**5: Which of the following about teacher's professional knowledge and understanding is true?**

Once reflection becomes a habit you will not need to develop your reflective skills further

- ✦ Everyone always learns from experience
- ✦ Teachers need to develop reflection and evaluation of their practice
- ✦ teachers need to develop reflection and evaluation to support their own and others practice

**6 What does 'a lack of conceptual clarity' mean?**

- ✦ The educational community has different interpretations of reflection
- ✦ It confuses perceptions about what happens in the classroom
- ✦ It includes too many viewpoints and so becomes confusing for the individual
- ✦ does not account for students' perspectives

**7 According to Brookfield, which is the most powerful lens for teachers?**

- ✦ The Self Lens
- ✦ The Student Lens
- ✦ the peers lens, the theory lens

**8 Which of the following is an example of 'warm' feedback?**

- ✦ Warm feedback extends thinking and raises concerns about teaching
- ✦ Warm feedback consists of supportive, appreciative statements
- ✦ Warm feedback raises questions
- ✦ none

**9 Which of the following is not reflection in a professional setting?**

- ✦ Deliberate
- ✦ Theory-focused
- ✦ Object-led
- ✦ Purposeful

**10 The 'critical lenses' refer to**

- ✦ The perspectives that a teacher uses to generate different viewpoints
- ✦ The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- ✦ A set of different viewpoints
- ✦ None

**2: Reflection-on-action can be described as \_\_\_\_\_**

- ✦ Thinking about what to do
- ✦ A reconstructive mental review
- ✦ Problem resolution
- ✦ Weighing the pros and cons of alternatives

**3: Which of the following is NOT a principle of Reflective Practice?**

**Pg.8 Select correct option:**

- ✦ It is problem-oriented
- ✦ It is based on action research
- ✦ It is data-driven
- ✦ It is research-led

**4: Which of the following is NOT one of the four steps in action research?**

Select correct option:

- ✦ Identifying the research problem
- ✦ Developing a professional measurement instrument
- ✦ Obtaining the necessary information to answer the question
- ✦ Developing a plan of action

**5: Re-theorising is the means by which Reflective Practitioners \_\_\_\_.**

Select correct option:

- ✦ Critically examine practice

- ✦ Critically examine theories
- ✦ Critically examine practice and theories in the light of theories
- ✦ Critically examine data and research in the light of theories

**6: Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- ✦ A biological process
- ✦ A psychological and cognitive process
- ✦ A communication process
- ✦ All of the above

**7: What are three levels of reflection?**

**Select correct option:**

- ✦ Technical, empirical and practical
- ✦ Technical, practical and critical
- ✦ Rational, technical and critical
- ✦ Rational, practical and critical

**8 What is question/ analysis in the reflective cycle?**

**Select correct option:**

- ✦ Taking on the role of researcher
- ✦ Using quantitative data to make decisions
- ✦ Describing a situation
- ✦ Asking many questions

**1: Interpretation is the skills of \_\_\_\_\_.**

**Select correct option:**

- ✦ Understanding and transmitting
- ✦ Cognition and communication
- ✦ Thinking and talking
- ✦ Receiving and sending information

**2 Critical Reflection involves which of the following? Select correct option:**

- ✦ Analysing and c
- ✦ Analysing and evaluating
- ✦ Reasoning and evaluating
- ✦ Conceptualising and describing

**2: Which of the following is NOT one of the four steps in action research? Select correct option:**

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

**3 What is part of the analytical process for the practitioner?**

**Select correct option:**

- ✦ The identification of own assumptions
- ✦ The examination of the underlying values base
- ✦ Both 'a' and 'b'
- ✦ None of the above

**4 Why reflective practice is so important?**

**Select correct option:**

- ✦ Research highlights the importance of reflective practice for changing personal values biases
- ✦ Research shows that reflective practice is essential for developing our understanding about teaching and learning
- ✦ Research shows that students grades increase when they are taught by a reflective practitioner
- ✦ Research shows that reflective practitioners are more profession

**5 The most significant part of the model is \_\_\_\_\_.**

**Select correct option:**

- ✦ Learning from experience
- ✦ Learning from reflecting
- ✦ Learning from information
- ✦ Learning from knowledge

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- ✦ Beliefs, values and assumptions
- ✦ Methods and theories
- ✦ Suppositions, theories, beliefs and assumptions
- ✦ Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_. Select correct option:

- ✦ Dismiss reasoning
- ✦ Have a fixed focus which distracts attention
- ✦ Ignore data
- ✦ None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- ✦ Changing personal assumptions
- ✦ Changing personal approaches pg.51
- ✦ Both 'a' and 'b'
- ✦ None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- ✦ Regular learning networks are very time-consuming
- ✦ Lack of leadership for Reflective Practice
- ✦ Regular learning networks are very time-consuming
- ✦ Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

Question # 1 of 10 ( Start time: 07:09:39 PM, 23 November 2016 )

According to Stephen Brook, reflective practice is?

Select correct option

<input type="radio"/>	Locates teaching within the context of the school agenda
<input type="radio"/>	Empowers the teacher to appreciate the bigger picture surrounding teaching
<input checked="" type="radio"/>	Is a way for teaches to understand their problems
<input type="radio"/>	None of the above

Question # 2 of 10 ( Start time: 07:10:34 PM, 23 November 2016 )

Reflection is a form of \_\_\_\_\_ processing that we use to fulfill a purpose or achieve anticipated outcome

Select correct option

<input type="radio"/>	physical
<input checked="" type="radio"/>	mental
<input type="radio"/>	purposeful
<input type="radio"/>	none of the above

Question # 3 of 10 ( Start time: 07:11:41 PM, 23 November 2016 )

Concept formation involves \_\_\_\_\_

Select correct option

<input checked="" type="radio"/>	Perception, abstraction, generalization
<input type="radio"/>	Observation, analysis, synthesis
<input type="radio"/>	Perception, analysis, categorization
<input type="radio"/>	Observation, synthesis, generalization

Click here to Save

Question # 5 of 10 ( Start time: 07:13:54 PM, 23 November 2016 )

Which of the following is NOT a 'best' practice?

Select correct option

<input type="radio"/>	Educates the whole child
<input type="radio"/>	Follows the text closely to ensure coverage of the curriculum
<input type="radio"/>	Students' active participation in learning
<input checked="" type="radio"/>	Challenging environments

Click

EDU406:Quiz 1

Question # 6 of 10 ( Start time: 07:14:40 PM, 23 November 2016 )

Which of the following is NOT a principle of Reflective Practice?

Select correct option

<input checked="" type="radio"/>	It is problem-oriented
<input type="radio"/>	It is based on action research
<input type="radio"/>	It is data-driven
<input type="radio"/>	It is research-led

EDU406:Quiz 1

Question # 7 of 10 ( Start time: 07:15:49 PM, 23 November 2016 )

What is reflective practice?

Select correct option

<input type="radio"/>	A process to evaluate teaching
<input type="radio"/>	Process leading to activity in response to any aspects of the professional role
<input checked="" type="radio"/>	Process of action to improve the professional role
<input type="radio"/>	None of the above



EDU406:Quiz 1

Question # 8 of 10 ( Start time: 07:16:19 PM, 23 Noveml

Reflective writing focuses \_\_\_\_\_.

Select correct option

<input type="radio"/>	On all aspects of an experience
<input type="radio"/>	Critical incidences
<input type="radio"/>	Specific details within an experience
<input checked="" type="radio"/>	Ideas, concepts and opinions

EDU406:Quiz 1

Question # 9 of 10 ( Start time: 07:17:37 PM, 23 November 2016 )

Within a critical thinking framework, 'reasoning' is conducted from \_\_\_\_\_.

Select correct option

<input checked="" type="radio"/>	A logical framework
<input type="radio"/>	An objective perspective
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

EDU406 Q#2

5 The Reflective Practitioner must \_\_\_\_\_.

- ✦ Manage workloads as part of their role in planning and leading the profession
- ✦ Ensure a suitable work-life balance
- ✦ Both 'a' and 'b'
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- ✦ Adaptable to changing conditions
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- ✦ Metaphors to clarify them
- ✦ Metaphors to communicate logic
- ✦ None of the above

6 The Reflective Practitioner has adapted \_\_\_\_\_.

- ✦ Ways of knowing
- ✦ Patterns of reasoning

- ✦ Both 'a' and 'b'
- ✦ None of the above

7: The study of parts of the community fall in \_\_\_\_\_.

- ✦ Evaluation
- ✦ Synthesis
- ✦ Analysis
- ✦ Knowledge

8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.

- ✦ Transfers learning to new concepts easily
- ✦ Makes meaning and process information more deeply
- ✦ Has a more thorough working knowledge of theories-in-use
- ✦ Works with deeper levels of conceptual understanding

9: Being committed to the profession means \_\_\_\_\_.

- ✦ Being responsible for continuing professional development
- ✦ Being responsible for managing change
- ✦ Being responsible for changing policy and practice
- ✦ None of the above

10: Concepts determine \_\_\_\_\_.

- ✦ How a Reflective Practitioner's perceptions are explained
- ✦ How a Reflective Practitioner's beliefs are explained
- ✦ The frames for perception
- ✦ The ways a Reflective Practitioner explains experience

1: A Reflective Practitioner is able to \_\_\_\_\_.

- ✦ Question assumptions and values
- ✦ Think 'outside the box'
- ✦ Question other people's assumptions
- ✦ All of the above

2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- ✦ Understand theories as we apply them
- ✦ Predict what will happen when we apply theory to practice
- ✦ Explain situations
- ✦ Generate schemas for translating theory into practice

4: Effective writing in a Professional Development Journal \_\_\_\_\_.

- ✦ May include diagrams and drawings
- ✦ Is short and precise
- ✦ Both 'a' and 'b'
- ✦ None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- ✦ Clearly defined and expressed success criteria
- ✦ Clearly identified evidence sources
- ✦ Both 'a' and 'b'
- ✦ None of the above

6: An effective action plan is \_\_\_\_\_.

- ✦ Developmental
- ✦ Precise
- ✦ Shared
- ✦ All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- ✦ Subject knowledge
- ✦ Communication skills
- ✦ Social interaction
- ✦ All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- ✦ Targets, planning, evaluation
- ✦ Specific target-setting, identification of actions, evaluation of success
- ✦ Specific targets, activities, success criteria
- ✦ None of the above

9: Reflective writing \_\_\_\_\_.

- ✦ Is personal
- ✦ Links theory to practice
- ✦ Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

EDU406 Quiz#2

3 The Reflective Practitioner must \_\_\_\_\_.

- ✦ Manage workloads as part of their role in planning and leading the profession
- ✦ Ensure a suitable work-life balance
- Both 'a' and 'b'
- None of the above

4 Reflection is NOT \_\_\_\_\_.

- A simple 'tick box' activity
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

6: Deductive learning is \_\_\_\_\_.

- ✦ From general to specific
- ✦ Rule base
- ✦ From unknown to known
- ✦ All the above

7 The Reflective Practitioner has adapted \_\_\_\_\_.

- ✦ Ways of knowing
- ✦ Patterns of reasoning
- ✦ Both 'a' and 'b'
- ✦ None of the above

8 Reflective writing focuses \_\_\_\_\_.

- ✦ On all aspects of an experience

- ✦ Critical incidences
- ✦ Specific details within an experience
- ✦ Ideas, concepts and opinions

9: The Reflective Practitioner is concerned with \_\_\_\_\_.

- ✦ Using a wider range of experiences and research to underpin the approach to teaching
- ✦ Using a wider range of pedagogies as a means to realize excellence in teaching
- ✦ Both 'a' and 'b'
- ✦ None of the above

10: Working inductively means to \_\_\_\_\_.

- ✦ Identify a goal and explore strategies to achieve it
- ✦ Plan a programme of discussion and observation to improve
- ✦ Reflect in an exploratory and trial-and-error fashion
- ✦ None of the above

1: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- ✦ More reflective
- ✦ Adaptable to changing conditions
- ✦ Able to review experiences critically
- ✦ Is open to many new ideas

3: Reflection can be negatively influenced by \_\_\_\_\_.

- ✦ A lack of objectivity
- ✦ The Reflective Practitioner ignoring the truth
- ✦ None of the above
- ✦ Both 'a' and 'b'

4: The Professional Development Journal is \_\_\_\_\_.

- ✦ A personal diary
- ✦ An on-going discourse
- ✦ A subjective dialogue
- ✦ A list of critical incidents

5: We understand frames through the use of \_\_\_\_\_.

- ✦ Metaphors providing explain them
- ✦ Metaphors to clarify them
- ✦ Metaphors to communicate logic
- ✦ None of the above

6 The Reflective Practitioner has adapted \_\_\_\_\_.

- ✦ Ways of knowing
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- ✦ Being responsible for continuing professional development
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- ✦ Explain situations
- ✦ Generate schemas for translating theory into practice 4: Effective writing in a Professional Development Journal

\_\_\_\_\_.

- ✦ May include diagrams and drawings
- ✦ Is short and precise
- ✦ Both 'a' and 'b'
- ✦ None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- ✦ Clearly defined and expressed success criteria
- ✦ Clearly identified evidence sources
- ✦ Both 'a' and 'b'
- ✦ None of the above

6: An effective action plan is \_\_\_\_\_.

- ✦ Developmental
- ✦ Precise
- ✦ Shared
- ✦ All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- ✦ Subject knowledge
- ✦ Communication skills
- ✦ Social interaction
- ✦ All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- ✦ Targets, planning, evaluation
- ✦ Specific target-setting, identification of actions, evaluation of success
- ✦ Specific targets, activities, success criteria
- ✦ None of the above

9: Reflective writing \_\_\_\_\_.

- ✦ Is personal
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The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences Inductive learning is. None of the above

EDU406:Quiz No. 2 Quiz 5

Question # 1 of 10 ( Start time: 08:58:15 PM, 07 December 2016 )

Critically reflective teaching is \_\_\_\_\_.

Select correct option

<input checked="" type="radio"/>	Responsible for highly effective pedagogies
<input type="radio"/>	Responsive and adaptable to meet learners' needs
<input type="radio"/>	A social process involving family and community
<input type="radio"/>	All of the above

EDU406:Quiz No. 2 Quiz 5

Question # 3 of 10 ( Start time: 09:01:03 PM, 07 December 2016 )

We can make theory-in-use visible by\_\_\_\_\_.

Select correct option

<input type="radio"/>	Construct someone's theory in-use from observations of behavior□
<input type="radio"/>	Clues for discovering the Theory-In-Use
<input checked="" type="radio"/>	Developing ideas
<input type="radio"/>	Exploring concepts

Question # 4 of 10 ( Start time: 09:02:26 PM, 07 December 2016 )

A 'problem statement' \_\_\_\_\_.

Select correct option

<input type="radio"/>	Is not too specific
<input checked="" type="radio"/>	Finds solutions to problems
<input type="radio"/>	Does not find solutions to problems
<input type="radio"/>	Is not too general

EDU406:Quiz No. 2

Question # 5 of 10 ( Start time: 09:03:52 PM, 07 December 2016 )

Professional knowledge relates to \_\_\_\_\_.

Select correct option

<input type="radio"/>	Subject knowledge
<input checked="" type="radio"/>	Communication skills
<input type="radio"/>	Social interaction
<input type="radio"/>	All of the above



Question # 6 of 10 ( Start time: 09:04:29 PM, 07 December 2016 )

The benefits of concept-based learning \_\_\_\_\_.

Select correct option

<input type="radio"/>	Depend on the experience of the Reflective Practitioner
<input checked="" type="radio"/>	Depend on the intellectual level of thinking of the Reflective Practitioner
<input type="radio"/>	Depend on the emotional engagement of the Reflective Practitioner
<input type="radio"/>	Depend on the psychological engagement of the Reflective Practitioner

Question # 7 of 10 ( Start time: 09:05:46 PM, 07 December 2016 )

The Reflective Practitioner is concerned with \_\_\_\_\_.

Select correct option

<input type="radio"/>	Using a wider range of experiences and research to underpin the approach to teaching
<input checked="" type="radio"/>	Using a wider range of pedagogies as a means to realize excellence in teaching
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

Question # 8 of 10 ( Start time: 09:06:47 PM, 07 December 2016 )

The Reflective Practitioner uses 3-Dimensional instruction to \_\_\_\_\_.

Select correct option

<input checked="" type="radio"/>	Develop skills for concept-based teaching
<input type="radio"/>	Develop understanding of connection between topics/ subjects
<input type="radio"/>	Build use multiple intelligences in their teaching
<input type="radio"/>	All of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- ✦ Clearly defined and expressed success criteria
- ✦ Clearly identified evidence sources
- ✦ Both ‘a’ and ‘b’
- ✦ None of the above

6: An effective action plan is \_\_\_\_\_.

- ✦ Developmental
- ✦ Precise
- ✦ Shared
- ✦ All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- ✦ Subject knowledge
- ✦ Communication skills
- ✦ Social interaction
- ✦ All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- ✦ Targets, planning, evaluation
- ✦ Specific target-setting, identification of actions, evaluation of success
- ✦ Specific targets, activities, success criteria
- ✦ None of the above

9: Reflective writing \_\_\_\_\_.

- ✦ Is personal
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Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. **Evaluation**

Using a reflective action plan is valuable. **To set targeted action points**

The Professional development Journal supports the RP to. **Reflect on experiences**

Inductive learning is. **None of the above**

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- ✦ Once reflection becomes a habit you will not need to develop your reflective skills further
- ✦ Everyone always learns from experience
- ✦ **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- ✦ Locates teaching within the context of the school agenda
- ✦ Empowers the teacher to appreciate the bigger picture surrounding teaching
- ✦ **a way for teaches to understand their problems**
- ✦ None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- ✦ Educates the whole child
- ✦ **Follows the text closely to ensure coverage of the curriculum**
- ✦ Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- ✦ Reflection is more effective when conducted collaboratively
- ✦ **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- ✦ Guidance and structure are key factors for Reflective Practitioners
- ✦ When the Reflective Practitioner knows what is best for children

Challenging environments Question

5:

Which of the following is considered the least effective form of teacher development?

- ✦ **Certificated Courses**
- ✦ Workshops
- ✦ n-school mentoring
- ✦ Communities of Practice

Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- ✦ Our knowing is ordinarily implicit in our patterns of action
- ✦ **When we cannot say what we know**
- ✦ When we go about the spontaneous, intuitive performance of the actions of everyday life
- ✦ All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- ✦ Self-regulation ✦ interpretation
- ✦ **both 'a' and 'b'**
- ✦ None of the above

question 8:

Creative Thinking is not critical thinking because

- ✦ It is not logical
- ✦ It is not problem-centred
- ✦ **It is emotive**
- ✦ it is not based on 'black-and-white' thinking

Question 9:

'Looking out' is a combination of \_\_\_\_\_.

- ✦ **A range of viewpoints about experiences**
- ✦ Looking around' and 'looking back'
- ✦ Perspectives which direct the focus of attention
- ✦ None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- ✦ Teachers and other education professionals have authority to make decisions
- ✦ Teacher and other education professionals want to improve their practice
- ✦ Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- ✦ Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- ✦ The analysis of an event
- ✦ The teacher describing, analysing, thinking and acting
- ✦ The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- ✦ A process to evaluate teaching
- ✦ Process leading to activity in response to any aspects of the professional role ✦ Process of action to improve the professional role
- ✦ none of these

4:

What is the impact of reflective practices on the teacher

- ✦ It leads higher quality practice
- ✦ It changes teacher's values and beliefs
- ✦ It leads to greater independence for the teacher
- ✦ It sustains inclusive environments 5:

Which of the following about teacher's teacher's professional knowledge and understanding is true? Once reflection becomes a habit you will not need to develop your reflective skills further

- ✦ Everyone always learns from experience
- ✦ Teachers need to develop reflection and evaluation of their practice
- ✦ teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- ✦ The educational community has different interpretations of reflection
- ✦ It confuses perceptions about what happens in the classroom
- ✦ It includes too many viewpoints and so becomes confusing for the individual
- ✦ does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- ✦ The Self Lens
- ✦ The Student Lens
- ✦ the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- ✦ Warm feedback extends thinking and raises concerns about teaching
- ✦ Warm feedback consists of supportive, appreciative statements
- ✦ Warm feedback raises questions
- ✦ none

9

Which of the following is not reflection in a professional setting?

- ✦ Deliberate
- ✦ Theory-focused
- ✦ Object-led
- ✦ Purposeful

10

The 'critical lenses' refer to

- ✦ The perspectives that a teacher uses to generate different viewpoints
- ✦ The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice ✦ A set of different viewpoints
- ✦ None

2:

Reflection-on-action can be described as \_\_\_\_\_

- ✦ Thinking about what to do
- ✦ A reconstructive mental review
- ✦ Problem resolution
- ✦ Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8 Select correct option:

- ✦ It is problem-oriented
- ✦ It is based on action research
- ✦ It is data-driven
- ✦ It is research-led

4:

Which of the following is NOT one of the four steps in action research?

Select correct option:

- ✦ Identifying the research problem
- ✦ Developing a professional measurement instrument
- ✦ Obtaining the necessary information to answer the question
- ✦ Developing a plan of action

6:

Critical thinking is \_\_\_\_\_.

Select correct option:

- ✦ A biological process
- ✦ A psychological and cognitive process
- ✦ A communication process
- ✦ All of the above

7:

What are three levels of reflection?

Select correct option:

- ✦ Technical, empirical and practical
- ✦ Technical, practical and critical
- ✦ Rational, technical and critical
- ✦ Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- ✦ Taking on the role of researcher
- ✦ Using quantitative data to make decisions
- ✦ Describing a situation
- ✦ Asking many questions

1:

Interpretation is the skills of \_\_\_\_\_.

Select correct option:

- ✦ Understanding and transmitting
- ✦ Cognition and communication
- ✦ Thinking and talking
- ✦ Receiving and sending information

2

Critical Reflection involves which of the following? Select

correct option:

- ✦ Analysing and c
- ✦ Analysing and evaluating
- ✦ Reasoning and evaluating ✦ Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research? Select

correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- ✦ The identification of own assumptions
- ✦ The examination of the underlying values base
- ✦ Both 'a' and 'b'
- ✦ None of the above

4

Why reflective practice is so important?

Select correct option:

- ✦ Research highlights the importance of reflective practice for changing personal values biases
- ✦ **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- ✦ Research shows that students grades increase when they are taught by a reflective practitioner ✦ Research shows that reflective practitioners are more profession

5

The most significant part of the model is \_\_\_\_\_.

Select correct option:

- ✦ Learning from experience
- ✦ **Learning from reflecting**
- ✦ Learning from information
- ✦ Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- ✦ **Beliefs, values and assumptions**
- ✦ Methods and theories
- ✦ Suppositions, theories, beliefs and assumptions
- ✦ Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- ✦ Dismiss reasoning
- ✦ Have a fixed focus which distracts attention
- ✦ **Ignore data**
- ✦ None of the above

8

Double loop learning involves \_\_\_\_\_. Select

correct option:

- ✦ Changing personal assumptions
- ✦ **Changing personal approaches** pg.51
- ✦ Both 'a' and 'b'
- ✦ None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- ✦ **Regular learning networks are very time-consuming**
- ✦ Lack of leadership for Reflective Practice
- ✦ Regular learning networks are very time-consuming
- ✦ Staff is too busy

1. Is not reflection in a professional setting? **Object-led**
2. Best practice approach teachers must . **Be committed to professional dialogue with other teachers**
3. Critical reflection facilitates\_\_\_\_\_ learning. \_\_\_\_\_ Fosters transformational learning
4. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? **Process of action to improve the professional role**
7. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**
8. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

Edu406

Being open-minded means the Reflective Practitioner is \_\_\_\_\_ .

- Reflexive
- **Non-judgmental**
- Both 'a' and 'b'
- None of the above

---

Supporting beliefs provide \_\_\_\_\_ .

- The foundation on which our core beliefs rest
  - The structure for exploring our core beliefs
  - The framework for understanding our core beliefs
  - The scaffold that helps us hold onto our core beliefs
- 

The practice of reflection should focus on \_\_\_\_\_

- Both the strengths and the weaknesses
  - First the weaknesses and then the strengths
  - Both 'a' and 'b'
  - None of the above
- 

The 'norming' stage of team development might include which of the following characteristics?

- Participants getting to know one another
- Organizing roles and responsibilities
- Developing expectations
- None of the above

A key skill in the mentoring relationship is:

- Trust
- Feedback
- Both 'a' and 'b'
- None of the above

Other factors affect IPL, such as:

- Lack of resources
- Location
- Workload
- All of the above

For Dewey, successful reflection is epitomized by:

- Risk-taking
- Perspective-seeking
- Both 'a' and 'b'
- None of the above

As an internal processing model, Boud's Triangle:

- Re-examines experience in light of feelings
- Re-examines experience in light of knowledge
- Re-examines experience in light of intentions
- All of the above

When Reflective Practice is done badly...

- It can reinforce prejudice and bad practice
- It does not support existing practice
- It loses its value
- The organization needs to take greater responsibility

All of the following could be methods of maintaining dialogue with your 'critical friend' except:

- Regular telephone contact
- A shared journal of learning (e.g. email/ blog)
- Team meeting

- Regular face-to-face contact

The Reflective Practitioner needs to embrace critical thinking as a means to \_\_\_\_\_.

- Accept personal responsibility
- Develop a tolerance for confusion which can ultimately lead to truth through curiosity
- Improve the ability to listen, question and clarify
- All of the above

Which of the following is the fifth step involved in action research 7-step process

- Identifying research questions
- Collecting data
- Analyzing data
- Reporting results

Communities of Practice help Reflective Practitioners \_\_\_\_\_

- To develop and share good practice
- To manage professional relationships
- To Share ideas
- To develop skills related to profession

The Reflective Practitioner sets learning goals which are

- Essential for best practice
- Based on theory
- Based on research
- Realistic

Critical Reflection helps to support or challenge our views, practices and feelings by providing:

- Observation
- Experience
- Experiments
- Evidences

A new means of interaction is available to teachers including \_\_\_\_\_.

- Skype
- Smart phones
- E-mail
- All of the above

Part of action planning is to identify \_\_\_\_\_.

- Barriers to action
- Experiences
- Outcomes
- Values

The teaching professional is \_\_\_\_\_

- Adaptable to conditions
- Constantly improving the ability to adapt to the contexts of teaching
- Always developing a professional persona
- Depends on values

The 'creation' level of Bloom's taxonomy relates to

- A new cycle of action for the Reflective Practitioner
- Matching new learning to existing concepts
- Both 'a' and 'b'
- None of the above

All are the essential practices in the process of becoming a reflective practitioner except:

- Making time for solitary reflection
- Becoming a perpetual problem-solver



- Questioning the status quo
- Writing the reflection journal

**MUHAMMAD IMRAN** EDU406 Critical Thinking and reflective Practice

**QUIZ NO 1** **GRAND QUIZ** **MID TERM** **FINAL TERM** **ALL IN ONE FILE**

1. The cognitive process is characterized as essential to \_\_\_\_\_ **Higher order thinking**
2. Which one is called an example of critical thinking? \_\_\_\_\_ **Questioning**
3. The most basic level of reflection is called as \_\_\_\_\_ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others  
\_\_\_\_\_ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except \_\_\_\_\_ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to \_\_\_\_\_ **understand the information**
8. Reflective teachers are more likely to develop \_\_\_\_\_ learners. \_\_\_\_\_ **Reflective**
9. Being able to do something skillfully without having to consider everything closely \_\_\_\_\_  
\_\_\_\_\_ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible  
in \_\_\_\_\_ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except  
\_\_\_\_\_ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are  
\_\_\_\_\_ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? \_\_\_\_\_ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to ..... Multiple intelligence theory \_\_\_\_\_  
**Logical**
15. Clarify is defined as \_\_\_\_\_ **State one point at a time**
16. Concept act as ..... tools for coping with the world and for solving problems \_\_\_\_\_ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from \_\_\_\_\_ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of  
\_\_\_\_\_ **Dewey**

MUHAMMAD IMRAN 1

19. What confuses the critical thinking and pushes thought in specific directions \_\_\_\_\_ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as \_\_\_\_\_ **Synthesis**
21. Reflective practice is important because it is used to \_\_\_\_\_ **Enhance the quality of the learners**
22. Reflective practice is important because it \_\_\_\_\_ **ALL of the above**

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23. Which of the following assumptions does NOT underlie action research? Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students In 3- dimensional instructions
25. reflective practice is a crucial way of learning and extending professional understanding
26. Concept formation involves. Perception, abstraction, generalization
27. Double loop learning is about changing the rules
28. Reflection can be described as ----- A reconstruction mental review
29. The benefits of concept-based learning ..... Depend on the intellectual level of thinking of the reflective practitioner
30. Reflective Practices does not take place in a vacuum it occurs in a social environment
31. \_\_\_\_\_ include in personal challenges to effective reflective practice. Pride
32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? Rhetorical frames
33. The 4Ps in reframing matrix are Productive planning potential and People perspective
34. All are the barriers to the reflective practice except. Lack of Critical thinking
35. In reflecting writing it is important to select the most \_\_\_ part of the event only. Significant
36. Double loop learning involves\_ \_\_\_\_\_. All of the above
37. A reframing matrix is a tool used because different peoples have different\_ \_\_\_\_\_ Experience to approach problem
38. Exploring practice using inductive action planning requires \_\_\_\_\_ Clearly defined and expressed success criteria
39. Cognitive shortcuts that people use to help make sense of complex information is known as: \_\_\_\_\_ Concept map
40. In which type of reflection historic, political and cultural values frame practical problems? \_\_\_\_\_ Critical reflection
41. Which beliefs are behind to make the casual relation of frames? \_\_\_\_\_ Assumptions
42. Multiple intelligence theory benefits in \_\_\_\_\_ Development of strategies
43. According to Habermas, reflection requires a level of detachment and \_\_\_\_\_ Objectivity
44. A benefit of the greenaway model of reflection is\_ \_\_\_\_\_ It is cyclical
45. A reflective practitioner is able to \_\_\_\_\_ Question assumption and values
46. The term reflective practice is derived from the work of \_\_\_\_\_ Schon
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: \_\_\_\_\_ Value
48. According to a Brookfield, which is the most powerful lens for teachers? \_\_\_\_\_ The self lens

49. Looking in is the part of reflective process which \_\_\_\_\_ **Occur before teaching**
50. Synergistic thinking is \_\_\_\_\_ **None of the above**
51. Key feature of reflection are: \_\_\_\_\_ **All of these**
52. A reflective action plan involves being helped to: \_\_\_\_\_ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? \_\_\_\_\_ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their \_\_\_\_\_ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the \_\_\_\_\_ **Greeks**
56. \_\_\_\_\_ activities are the translation of naturalistic intelligence for reflective practitioner \_\_\_\_\_ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner \_\_\_\_\_ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages \_\_\_\_\_ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: \_\_\_\_\_ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation \_\_\_\_\_ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold \_\_\_\_\_ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels \_\_\_\_\_ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as \_\_\_\_\_ **Theories**
64. Which of the following is NOT one of the four steps in action research \_\_\_\_\_ **Developing a professional measurement instrument**
65. dimensional instruction includes \_\_\_\_\_ **reforming concepts to improve the level of learning across multiple contexts**
66. making sound judgments in work related situation is an attribute of..... competence \_\_\_\_\_ **Ethical**
67. Unreflective thinker is: \_\_\_\_\_ **Unaware of the determining role of thinking**
68. Critical reflection facilitates \_\_\_\_\_ learning \_\_\_\_\_ **transformational**
69. 'Looking out' is a combination of \_\_\_\_\_ **A range of viewpoints about experiences**
70. A limitation of self reflection are \_\_\_\_\_ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: \_\_\_\_\_ **two decades**

72. Reflection is the ability to reflect on questions \_\_\_to improve practice.\_\_\_\_\_ **What, why and how**
73. Conceptual innovation is \_\_\_\_\_.\_\_\_\_\_ **Like re-framing**
74. Epistemic stances\_\_\_\_\_ **Changes with the experiences**
75. What does not constitute professionalism?\_\_\_\_\_ **Reflection**
76. Having subject specialist knowledge is called \_\_\_\_\_ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to \_\_\_\_\_ in the class.\_\_\_\_\_ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is:\_\_\_\_\_ **Determining goals/objectives**
79. Single \_\_\_\_\_ loop \_\_\_\_\_ learning \_\_\_\_\_ has \_\_\_\_\_ strategies.\_\_\_\_\_ **Rigid**
80. One principle of reflection in the Roth Model is that \_\_\_\_ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take \_\_\_\_\_ what they did in class. \_\_\_\_\_ **Action**
82. Professional \_\_\_\_\_ competencies may be developed by:\_\_\_\_\_  
\_\_\_\_\_ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? \_\_\_\_\_ the educational community has different interpretations of reflection
84. Reflective practitioner has two levels. The names of these two levels are: \_\_\_\_\_ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from \_\_\_\_\_ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include \_\_\_\_\_ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening "but on: \_\_\_\_\_ **what has happened?**
88. What is reflective practice \_\_\_\_ **Process of action to improve the professional role** 89. Synergistic thinking is a combination of following thinking levels: \_\_\_\_\_ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is:\_\_\_\_\_ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to:\_\_\_\_

- \_\_\_\_\_ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on \_\_\_\_\_. **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of \_\_\_\_\_ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield?  
\_\_\_\_\_ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as \_\_\_\_\_ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing\_ \_\_\_\_\_ **Gibbs reflective cycle**
98. To increase our understanding, we need to \_\_\_\_\_ **respect evidence and reason**
99. According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to \_\_\_\_\_ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following \_\_\_\_\_ **Analysing and evaluating**
101. All the practices of formal instruction expect \_\_\_\_\_ **it develops its own assumptions**
102. in which type of reflection historic political and critical values frame practical problems \_\_\_\_\_ **critical reflection**
103. Which of the following is not a reason for reflective practice?  
\_\_\_\_\_ **Reflective practitioner models reflective learning**
104. The competence model is about \_\_\_\_\_ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice\_ \_\_\_\_\_ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: \_\_\_\_\_ **Situational knowing**
107. Reflective writing does all of the following expect: \_\_\_\_\_ **create ideas**
108. Learning from reflection can also be known as \_\_\_\_\_ **Professional development-based learning**
109. Our assumption can be \_\_\_\_\_ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice \_\_\_\_\_ **Brookfield**
111. The jo-Hari windows has ..... quadrants \_\_\_\_\_ **4**
112. What help student to build trust and promote positive learning environment in class  
\_\_\_\_\_ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: \_\_\_\_\_ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the \_\_\_\_\_. **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: \_\_\_\_\_

- \_\_\_\_\_ **Double Loop learning**
- 116.** Who proposes a framework based on different kinds of critical thinking. \_\_\_\_\_ **Halpern**
- 117.** We understand frames through the use of \_\_\_\_\_. \_\_\_\_\_ **Metaphors to communicate logic**
- 118.** Re-Thinking mean: \_\_\_\_\_ **What is already known?**
- 119.** A reflective practitioner uses a range of reflective models in the class because \_\_\_\_\_
- 120.** Self-regulation is \_\_\_\_\_. \_\_\_\_\_ **A metacognitive process**
- 121.** The Constant striving for self-improvement of a reflective practitioner may leads to \_\_\_\_\_ **Self-disapproval**
- 122.** Reflective practitioner does NOT believe in: \_\_\_\_\_ **One single truth/ one right way**
- 123.** \_\_\_\_\_ activities are the translation of musical intelligence for reflective practitioner \_\_\_\_\_ **Listening, patterning, mirroring, repeating**
- 124.** Benjamin Bloom major work in is \_\_\_\_\_. **Cognitive**
- 125.** Which is the highest level of reflection from the following types? \_\_\_\_\_ **Critical**
- 126.** A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in \_\_\_\_\_ **3-dimensional instruction**

## Lecture No. 1 to 6 (Topic 01 to 36).

## QUIZ NO 1

**30-12, 2020 to 01-12, 2020**

- 1.** A benefit of the green away model of reflection is \_\_\_\_\_ **It is cyclical**
- 2.** Which of the following best describes the benefits of reflective practice?  
\_\_\_\_\_ **It determines what counts as knowledge.**
- 3.** A common strand of reflecting-in-action and reflecting-on- practice is \_\_\_\_\_ **Connecting with feelings in relation to applications of theory**
- 4.** Which one statement is the example of core best practice? \_\_\_ **Teachers provides an enriched environment**
- 5.** What is reflective practice? \_\_\_\_\_ **Process of action to improve the professional role**
- 6.** What type of reflection allows teachers to modify his/her teaching strategy based on students responses?  
\_\_\_\_\_ **All the above**
- 7.** Reflection on action deals with the happened \_\_\_\_\_ **Outside the classroom**
- 8.** Bloom's model which guides the lowest level of reflection might use all the following except \_\_\_\_\_ **Did I give enough time for individual activity?**
- 9.** Which of the following is NOT a skill which underpins reflexivity? \_\_\_\_\_ **Existential phenomenology**
- 10.** A critical friend can be defined as \_\_\_\_\_ **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**

11. What does the idea of reflective practice dismiss? Select the corect option\_\_\_\_\_Teachers view
12. Which of the following is not a reason for reflective practice? Select the correct option\_\_\_\_\_It is a professional requirement correct



**13.** Which of the following about teacher's teacher's professional knowledge and understanding is true?

\_\_\_\_\_ Teachers need to develop reflection and evaluation to support their own and \_\_\_\_\_ others practice

1. Reframing helps the reflective practitioner....? \_\_\_\_\_ Both a and b
2. Personal attributes of critical thinkers include: \_\_\_\_\_ changing with the experiences
3. a Limitations of self-reflection are..... \_\_\_\_\_. the difference between perception and reality
4. Frames are influenced by \_\_\_\_\_ Metaphors
5. Which of the following is not the attribute of reflective practice? It challenge and change practice
6. Kolb's reflective cycle..... Emphasizes the role experience play in learning
7. The first step in the reflective practice process is : make a list of teaching strategies that you used in previous week
8. Personal attributes of critical thinkers includes : all of above
9. Interpretation is the skills of \_\_\_\_\_ Understanding and transmitting
10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----  
--- concerns.  
\_\_\_\_\_ Professional
11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall-----  
\_\_\_\_\_ - Competencies
12. Epistemic stances \_\_\_\_\_ Change with the experiences
13. All were the critiques on the Reflective practice movement except \_\_\_\_\_ Helps to improve teachers practice
14. Critically reflective learning is nurtured by relationships between teacher and ----  
- \_\_\_\_\_ Learner
15. The 4Ps reframing matrix are productive, planning potential and-----People perspective
16. One of the pedagogic concern raised by reflective teaching is called \_\_\_\_\_ Development readiness
17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

### Evidences

18. Critical Reflection involves which of the following?

### Analysing and evaluating

19. Single loop learning has ----- strategies.

### Rigid

20. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

### Unknown area

21. Concept is looked or understood differently by reframing core belief based on

### New supporting beliefs

22. A reflective practitioner is able to

### Question assumptions and values

23. What is the evidence of reflecting thinking? **Reflective writing**

24. In 5-step model of critical thinking, the first step is: **Determining goals/objectives**

25. Theory that commands the thinking the action is known as

### Theory in use

26. Micro- Outcomes involves: **All of these**

27. Reflective practice is important because it is used to:

### Improve teacher's practice

28. Emancipatory phase of critical reflective enquiry helps to ----- in the class. **Encourage different ways of thinking**

1. Reflective practices focuses on.....

a) **improvement**

2. Looking is the part of the reflective process which.....

a) **occurs before teaching**

3. Frames are influenced by.....

c) Perceptions

4. which of the following do not transfer but are locked in time, place or a situation..... c)facts

6. Reflective action plan involves being helped to.....

d)All of the above

7. core critical thinking skills are .....

d)All of these

8. Epistemic stances

c) changes with the experiences

9. what is the trickiest pedagogic task according to stefhan brookfield?

b) Getting inside students heads

10. A reframing matrix is a tool used because different people have different.....

a) Experiences to approach the problems

11. Reflective practice have been embraced by teachers researchers, teacher and educators since last .....

a) two decades

12. When a professional practitioner is aware of the relevance of the skill it is called..... a)conscious incompetence

13. A product for a teacher might include.....

d)All of these

14. Learning to learn is .....

d)All of the above

15. what are the indicators of a reflective practitioner?

d) All of the above

16. Reframing helps to reflective practitioner.....

a) see alternative solutions and actions

b)see things from other perspective

c)both a and b

d)None of the above

17. Which of the following helps to reduce blind area and expand open area of a person in team context.....

a) feedback

18. Personal attributes of critical thinkers include:

a) Honesty about emotions

b) Evaluation disposition free from open- mindedness

c) Personal awareness specially relating to personal bias

d) All of the above

19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall .....d) Performance

1) which of the following is an example of warm feedback. Warm feedback consists of supportive, appreciative statements

2) The critical lenses refer to None of above

3) The practitioner accounts are considered non-problematic for all reasons except No effort is made to foster reflection on language

5) The cognitive processes is characterized as essential to Higher order thinking

7) which of the following best describe a 'regular learning network': A place for a teacher to come together and discuss matter and concern

8) Technical rationality in reflection deal with the Behavior and skills

9) critical reflection involves which of the following Analysing and evaluating

11) reflective practitioner does not believe in One single truth/one right way

12) learning+ reflection= Experience Is known as Boud's triangular representation

The first step in the reflective practice process is: Examine teaching occasion particular that went bad .....allows teachers to analyze what they have been

learned and how they learned to take control of their development. Critical reflection

In reflective practice, practitioner engage in a continuous cycle of self-observation and..... Self evaluation

A 'product' for a teacher might include..... All of the above

Absolute knowing is a process of ..... Learning from other

The stage-6 of critical thinking development is called as the

..... thinker. Accomplished Which of the following is NOT a 'best'

practice? Follow the next closely to ensure coverage of the curriculum

Core Critical Thinking Skills are: All of the these

Reframing helps the Reflective Practitioner..... Both 'a' and 'b'

In reflective writing the two source of evidence are: your and academic reflection

### Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachers

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

**Q2: What is the impact of reflective practices on the teacher?**

**It leads higher quality practice**

It leads to greater independence for the teacher

It sustains inclusive environments

**Q4. The 'critical lenses' refer to**

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

**Q8. According to Brookfield, which is the most powerful lens for teachen?**

**Select the correct option The Self Lens**

The Student Lens

The Peers Lens

The Theary Lens

**Q9: Double loop leanng involves**

Changing personal assumptions

Changing personal approaches

**Both a and 'b**

None of the above

**Q10. The Reflective Practitioner must \_\_\_\_\_.**

Manage workloads as part of their role in planning and leading the profession

Ensure a

suitable work-life

balance **Both „a”**

**and „b”** none of

above corrcet

**Q11. Benjamin Bloom major work in is Select the correct option** Affective

Management

**Cognitive**

Psychomotor

**Q12. Conceptual innovation is Select the correct option**

**Like re-framing**

The same as re-framing

Not re-framing

Identifying new questions

**Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option**

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**Q15. What is question/ analysis in the reflective cycle? Select the correct option.** **Taking on the role of researcher**

**Q16. one of the four steps in action research.**

**Identifying the research problem**

**Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option** **Suppositions, theories, beliefs and assumptions**

**Q18. Which of the following not a component of the process involved in reflective practice?**

**Select the correct option** **Subject Knowledge**

**Q19. Which of the following is NOT a best practice? Select the correct option**

**Educates the whole child**

Follows the text closely to ensure coverage of the curriculum

Students' active participation in learning

Challenging environments

**Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option**

Accepting consequences of their decisions

Viewing situations from multiple perspectives

Searching for alternative explanations for classroom events

**Using evidence to support or evaluate a decision or position**

**Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?**

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

**Guidance and structure are key factors for Reflective**

**Practitioners** When the Reflective Practitioner knows what is best for children

**Q23. What does „a lack of conceptual clarity“ mean?**

**The educational community has different interpretations of reflection**

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

It does not account for students' perspectives

**Q24. Creative Thinking is not critical thinking because**

It is not logical

It is not problem-centred

**It is emotive**

It is not based on „black-and-white“ thinking

**Q25. Reflection-on-action can be described as \_\_\_\_\_**

Thinking about what to do

**A reconstructive mental review**

Problem resolution

Weighing the pros and cons of alternatives **Q26.**

**Critical thinking is \_\_\_\_\_.**

**Select correct option:**

A biological process

A psychological and cognitive process

A communication process

**All of the above**

**Q29. Critical Reflection involves which of the following?**

Select correct option:

Analysing and conceptualising

**Analysing and evaluating**

Reasoning and evaluating

Conceptualizing and describing

**Q30. What factor makes reflection seem time-consuming?**

**Select correct option:**

**Regular learning networks are very time-consuming**

Lack of leadership for Reflective Practice

Regular learning networks are very time-consuming

Staff is too busy

**Q32. Self-regulation is Select the correct option**

**A metacognitive process correct**

A creative process

A psychological process

A communication process

**Q34. To increase our 'understanding' we need to Select the correct option**

Dismiss reasoning

Respect evidence and reason

**Think critically**

None of the above

1. The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession ▪ Ensure a suitable work-life balance
- **Both 'a' and 'b'**
- None of the above

2. Reflection is NOT \_\_\_\_\_.

- **A simple 'tick box' activity**



- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is \_\_\_\_\_.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

5. Reflective writing focuses \_\_\_\_\_.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with \_\_\_\_\_.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both 'a' and 'b'
- None of the above

7. : Working inductively means to \_\_\_\_\_ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by \_\_\_\_\_.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10. : The Professional Development Journal is \_\_\_\_\_.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

11. : We understand frames through the use of \_\_\_\_\_.

- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

12. : The study of parts of the community fall in \_\_\_\_\_.

- Evaluation
- Synthesis
- Analysis
- Knowledge

13. : Concept-based learning means the Reflective Practitioner \_\_\_\_\_ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use ▪ Works with deeper levels of conceptual understanding

14. : Being committed to the profession means \_\_\_\_\_.

- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15. : Concepts determine \_\_\_\_\_.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained

- **The frames for perception**
- The ways a Reflective Practitioner explains experience

16. : A Reflective Practitioner is able to \_\_\_\_\_.

- Question assumptions and values
- **Think 'outside the box'**
- Question other people's assumptions
- All of the above

17. : We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- **Explain situations**
- Generate schemas for translating theory into practice

18. : Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- **Clearly identified evidence sources**
- Both 'a' and 'b'
- None of the above

19. : An effective action plan is \_\_\_\_\_.

- Developmental
- **Precise**
- Shared
- All of the above

20. : Professional knowledge relates to \_\_\_\_\_.

- **Subject knowledge**
- Communication skills
- Social interaction
- All of the above

21. : A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22. : Reflective writing \_\_\_\_\_.

- Is personal

- **Links theory to practice**
- Questions experience

23. Our assumptions can be **revealed and explored through four lenses.**
24. A product for a teacher might include. **All of above**
25. A paradigm shift is. **Brings a new set of concepts**
26. Reframing for new learning is. **Focused on inventing new strategies**
27. The highest level of Bloom taxonomy is. **Evaluation**
28. Using a reflective action plan is valuable. **To set targeted action points**
29. The Professional development Journal supports the RP to. **Reflect on experiences**
30. Inductive learning is. **Specific to general**

**84: We can make theory-in-use visible by..**

- a) **Construction someone's theory-in-use from observations of behavior**
  - b) Clues for discovering the theory-in-use
  - c) Developing ideas
  - d) Exploring concepts
- 85: A 'problem statement'**
- a) **Is not too specific**
  - b) Find solutions to problems
  - c) Does not find solutions to problems
  - d) Is not too general

**88: The reflective practitioner uses 3-**

- dimensional instruction to ..**
- b) Develop understanding of connection between topics/subject
  - c) Build use multiple intelligence in their teaching
  - d) **all of the above**

**89: critically reflective teaching is .**

- a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

**According to moon what are the key aspects of**

**reflective practice. A).** reflective practice is a form of mental processing

- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. **All of the above.**

**10. Which of the following is not the best practice?**

ANS. **Follows the text closely to ensure coverage of the curriculum**

**11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?**

Ans. **Using evidence to support or evaluate a decision or position.**

## 12. What is hyper reflexivity?

Ans. Deconstructing applications of knowledge in the classroom.

## 13. The most significant part of the model is...? Ans learning from experience

14. DATA refers to...? The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true? Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

Honesty about emotions

Evaluation disposition borne from open-mindedness

Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

Reflective practice helps students learn

It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical

Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description

Thoughtful listening

Extending thinking

None of the above

knowing in action is described by Schon as:

Our knowing is ordinarily implicit in our patterns of action

When we cannot say what we know

When we go about spontaneous, intuitive performance of the actions of every day life All of the above

Interpretation is the skill of  
Understanding and transmitting  
Cognition and communication  
Thinking and talking  
Receiving and sending information

When we think habitually, we \_\_\_\_\_

*Ans: Ignore Data*

**A learning 'hub' which challenges practice and policy.**

Looking in is the part of the reflective process which \_\_\_\_\_

**Ans: Occurs as a response to experiences**

Which of the following is an example of warm feedback?

**Ans: Warm feedback consists of supportive, appreciative statements**

Self-regulation is \_\_\_\_\_

**Ans: A metacognitive process**

One principle of reflection in the Roth Model is that \_\_\_\_\_

*Ans: It uses 'what', 'why' and 'how' questions*

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**

- None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:  
What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging  
environments

Question 5:

Which of the following is considered the least effective form of teacher development? ▪ Certificated Courses

- Workshops
- n-school mentoring
- Communities of Practice

Question 6:  
Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner? ▪ Self-regulation ▪ interpretation ▪ both 'a' and 'b'

- None of the above

question 8:  
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting

- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:  
Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual ▪ does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate



- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as \_\_\_\_\_

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8 Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven ▪ It is research-led

6:

Critical thinking is \_\_\_\_\_.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions

- Describing a situation
- Asking many questions

1:

Interpretation is the skills of \_\_\_\_\_.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating ▪ Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research? Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases ▪ Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner ▪ Research shows that reflective practitioners are more profession

5

The most significant part of the model is \_\_\_\_\_.

Select correct option:

- Learning from experience

- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
4. True about teacher's professional knowledge and understanding?
5. What is reflection practice? Process of action to improve the professional role

6. Best describes a regular learning network. A learning “hub” which challenge practice and **policy**
7. According to Moon. What are the key aspects of reflective practice?  
**Reflection is a form of mental processing**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
  - a) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
  - a) **Deconstructing applications of knowledge in the classroom**
3. Kolb’s reflective cycl .....
  - a) **Both ‘a’ and ‘b’**
4. Which of the following is not a reason for reflective practice?
  - a) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
  - a) **Be committed to professional dialogue with other teachers**
6. Rapid reflection is all but .....
  - a) **Contemplative**
7. Processes in participatory reflection include all of the following except a)  
**None of the above**
8. A critical friend can be defined as .....
  - a) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person’s work as a friend**
9. Bloom’s model which guides the lowest level of reflection might use all the following except
  - a) **What instructional strategies were used?**
- 10: Which of the following about teacher's professional knowledge and understanding is true?
  - + **Teachers need to develop reflection and evaluation of their practice**
- 11: According to Stephen Brook, reflective practice is?
  - + **None of the above**
- 12: Which of the following is NOT a ‘best’ practice?
  - a) **Follows the text closely to ensure coverage of the curriculum**
- 13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
  - + **Guidance and structure are key factors for Reflective Practitioners**
- 14: Which of the following is considered the least effective form of teacher development? + **Certificated Courses**

15: Knowing-in-action is described by Schon as \_\_\_\_\_.

+ **When we go about the spontaneous, intuitive performance of the actions of everyday life** 16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

+ **both 'a' and 'b'**

17: Creative Thinking is not critical thinking because **It is emotive** 18: in a school, a critical friend can be all of the following except .....

a) **A friend from another school**

20: Personal attributes of critical thinkers include

a) **All of the above**

22. DATA refers to

+ **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

+ **Process of action to improve the professional role**

24: What is the impact of reflective practices on the teacher

+ **It leads higher quality practice**

25: Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice** teachers need What does 'a lack of conceptual clarity' mean?

+ **It includes too many viewpoints and so becomes confusing for the individual**

27 According to Brookfield, which is the most powerful lens for teachers? + **The Self Lens**

28 Which of the following is an example of 'warm' feedback?

+ **Warm feedback consists of supportive, appreciative statements**

29 Within a critical thinking framework, 'reasoning' is conducted from ..... a) **Both 'a' and 'b'**

30: Which of the following is not a component of the process involved in reflective practice **Subject knowledge**

31 Which of the following is not reflection in a professional setting? + **Object-led**

32 The 'critical lenses' refer to

+ **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**

34: Reflection-on-action can be described as \_\_\_\_\_

Thinking about **A reconstructive mental review**

- 35: Which of the following is NOT a principle of Reflective Practice? Select correct option:  
+ **It is data-driven**
- 37: Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.  
Select correct option:  
+ **Critically examine practice and theories in the light of theories**
- 38: Critical thinking is \_\_\_\_\_. **All of the above**
- 39: What are three levels of reflection? **Technical, practical and critical**
- 40: What is question/ analysis in the reflective cycle? **Asking many questions**
- 41: Interpretation is the skills of \_\_\_\_\_. **Cognition and communication**
- 42: Critical Reflection involves which of the following? **Analysing and evaluating**
- 43 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to..... **Both 'a' and 'b'**
- 45: What is part of the analytical process for the practitioner? **Both 'a' and 'b'**
- 46: Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- 47: The most significant part of the model is \_\_\_\_\_. **Learning from experience**
- 48: What do systematic reflexivity and epistemic reflexivity focus on?  
**Suppositions, theories, beliefs and assumptions**
- 49: When we think habitually, we \_\_\_\_\_. **Ignore data**
- 50: Double loop learning involves \_\_\_\_\_. **Both 'a' and 'b'**
- 51: What factor makes reflection seem time-consuming? **Staff is too busy**
- 52: Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge**
- 53: What does the idea of reflective practice dismiss? **Fixed perception of the nature of the learning**
- 54: To operationalize a best practice approach teachers must ..... **Be committed to professional dialogue with other teachers**
- 55: Looking in is the part of the reflective process which **Occurs as a precondition for reflection**
- 56: Which of the following Best describes a 'regular learning network'? **A placed for teachers to come together and discuss matters of concern**
- 57: According to Moon. What are the key aspects of reflective practice? **All of the above**
- 58: The Reflective Practitioner must \_\_\_\_\_. **Both 'a' and 'b'**
- 59: Reflection is NOT \_\_\_\_\_. **A simple 'tick box' activity**
- 60 :Deductive learning is \_\_\_\_\_. **From general to specific**
- 61: The Reflective Practitioner has adapted \_\_\_\_\_. **Both 'a' and 'b'**
- 62: Reflective writing focuses \_\_\_\_\_. **Specific details within an experience**

- 63: The Reflective Practitioner is concerned with \_\_\_\_\_. **Both 'a' and 'b'**
- 64: Working inductively means to \_\_\_\_\_. **Identify a goal and explore strategies to achieve it**
- 65: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_. **Adaptable to changing conditions**
- 66: Reflection can be negatively influenced by \_\_\_\_\_. **Both 'a' and 'b'**
- 67: The Professional Development Journal is \_\_\_\_\_. **A subjective dialogue**
- 68: We understand frames through the use of \_\_\_\_\_. **Metaphors to communicate logic**
- 69: The Reflective Practitioner has adapted \_\_\_\_\_. **Both 'a' and 'b'**
- 70: The study of parts of the community fall in \_\_\_\_\_. **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner \_\_\_\_\_. **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means \_\_\_\_\_. **Being responsible for continuing professional development**
- 73: Concepts determine \_\_\_\_\_. **The frames for perception**
- 74: A Reflective Practitioner is able to \_\_\_\_\_. **Question assumptions and values**
- 76: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_. **Understand theories as we apply them**
- 77: Effective writing in a Professional Development Journal \_\_\_\_\_. **Both 'a' and 'b'**
- 78: Exploring practice using inductive action planning requires \_\_\_\_\_. **Both 'a' and 'b'**
- 79: An effective action plan is \_\_\_\_\_. **All of the above**
- 80: Professional knowledge relates to \_\_\_\_\_. **All of the above**
- 81: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_. **Targets, planning, evaluation**
- 82: Reflective writing \_\_\_\_\_. **Links theory to practice**
- 83: Benjamin Bloom major work in is.... **Cognitive**
- 84: We can make theory-in-use visible by.... **Construction someone's theory-in-use from observations of behavior**
- 85: A 'problem statement' ..... **Is not too specific**
- 86: Professional knowledge relates to ..... **All of the above**
- 88: The reflective practitioner uses 3-dimensional instruction to ..... **all of the above**
- 89: critically reflective teaching is ..... **all of the above**

## FINAL TERM

1. A \_\_\_\_\_ Mnemonic \_\_\_\_\_ is \_\_\_\_\_ a  
\_\_\_\_\_ **learning technique**
2. The most important feature of becoming a reflective practitioner is the focus on  
\_\_\_\_\_ **why to learn**
3. An objective is a clearly defined target that has the following characteristics  
\_\_\_\_\_ **SMART specific, measurable, achievable, realistic, timed**
4. The lowest level of cognitive domain in Bloom's Taxonomy is  
\_\_\_\_\_ **knowledge**
5. SMARTER stands for \_\_\_\_\_ specific, measurable, realistic, timed, energizing and relevant
6. The pastoral role of teacher is intended to provide students  
\_\_\_\_\_ **care and attention**
7. The most significant factors that affect work based learning are \_\_\_\_\_ **accreditation and assessment**
8. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
9. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**



10. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**
11. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
12. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
13. Knowing-in-action is described by Schon as **When we cannot say what we know**
14. What are the major mechanisms involved in critical thinking for the reflective practitioner? **both 'a' and 'b'**
15. Creative Thinking is not critical thinking because **It is emotive**
16. 'Looking out' is a combination of **A range of viewpoints about experiences**
17. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
18. DATA refers to **the four steps analytical process necessary for guiding reflection**
19. What is reflective practice? **Process of action to improve the professional role**
20. What is the impact of reflective practices on the teacher **It leads higher quality practice**
21. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
22. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
23. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
24. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
25. Which of the following is not reflection in a professional setting? **Object-led**
26. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
27. Reflection-on-action can be described as **Thinking about what to do**
28. Which of the following is NOT a principle of Reflective Practice? **None**

29. Which of the following is NOT one of the four steps in action research? **Developing a professional measurement instrument**
30. Re-theorising is the means by which Reflective Practitioners critically examine practice and theories in the light of theories
31. Critical thinking is \_\_\_\_\_. **All of the above**
32. What are three levels of reflection? **Technical, practical and critical**
33. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**
34. Interpretation is the skills of **Understanding and transmitting**
35. Critical Reflection involves which of the following? **Analyzing and evaluating**
36. Action Research is...Process, Collaboration, Improvement, Practice, Communication
37. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning
38. The most significant part of the model is **Learning from reflecting**
39. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**
40. When we think habitually, **we ignore data**
41. Double loop learning involves **Changing personal approaches**
42. What factor makes reflection seem time-consuming? **Regular learning networks are very timeconsuming**
43. Is not reflection in a professional setting? **Object-led**
44. Best practice approach teachers must. Be committed to professional dialogue with other teachers
45. Critical reflection facilitates\_\_\_\_\_ learning. Fosters **transformational** learning
46. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
47. What is reflection practice? Process of action to improve the professional role
48. Best describes a regular learning network. A learning “hub” which challenge practice and policy
49. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

50. The Reflective Practitioner must \_\_\_\_\_.  
**None of the above**
51. Reflection is NOT \_\_\_\_\_.  
**A simple 'tick box' activity**
52. The Reflective Practitioner has adapted \_\_\_\_\_.  
**Both 'a' and 'b'**
53. Reflective writing focuses \_\_\_\_\_.  
**On all aspects of an experience**
54. The most important feature of becoming a reflective practitioner is the focus on \_\_\_\_\_.  
**how to learn.**
55. An objective is a clearly defined target that has the following characteristics **specific and measureable.**
56. Socratic Method is \_\_\_\_\_ about \_\_\_\_\_.  
**questioning.**
57. The most significant are that affect work based learning \_\_\_\_\_.  
**accreditation and assessment.**
58. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching** 59. Working inductively means to \_\_\_\_\_.  
**identify a goal and explore strategies to achieve it**
60. By having an open-minded attitude, the Reflective \_\_\_\_\_.  
**Practitioner is more reflective**
61. Reflection can be \_\_\_\_\_ negatively influenced by A lack of objectivity 62. The Professional \_\_\_\_\_ Development Journal is A subjective dialogue 63. We understand \_\_\_\_\_ frames through the use of Metaphors to communicate logic
64. The Reflective \_\_\_\_\_ **Practitioner has adapted Ways of knowing**
65. The study of parts of the \_\_\_\_\_ **community fall in Knowledge**
66. Concept-based \_\_\_\_\_ learning \_\_\_\_\_ means \_\_\_\_\_

\_\_\_\_\_the Reflective Practitioner Works with deeper levels of conceptual understanding

67. Being committed \_\_\_\_\_

\_\_\_\_\_to the profession means being responsible for continuing professional development

68. Concepts determine \_\_\_\_\_the frames for perception

69. A Reflective Practitioner is able to \_\_\_\_\_Think 'outside the box'

70. We develop theories-in-use as Reflective Practitioners \_\_\_\_\_to Explain situations

71. Effective writing in a Professional Development Journal \_\_\_\_\_May include diagrams and drawings

72. Exploring practice using inductive action planning requires \_\_\_\_\_Clearly identified evidence sources

73. An effective action plan is \_\_\_\_\_Precise

74. Professional knowledge relates to \_\_\_\_\_Communication skills

75. A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_Targets, planning, evaluation

76. Reflective writing \_\_\_\_\_Links theory to practice

77. Our assumption can \_\_\_\_\_be Perceptual.

78. A product for a teacher might include. \_\_\_\_\_All of above

79. A paradigm shift is. \_\_\_\_\_Brings a new set of concepts

80. Reframing for new learning is. \_\_\_\_\_ **Focused on inventing new strategies**
81. Concept formation involves. \_\_\_\_\_ **Perception, abstraction, generalization**
82. The highest level of Bloom taxonomy is. \_\_\_\_\_ **Evaluation**
83. Using a reflective action plan is valuable. \_\_\_\_\_ **To set targeted action points**
84. The Professional development Journal supports the RP to. \_\_\_\_\_ **Reflect on experiences**
85. Inductive learning is. \_\_\_\_\_ **None of the above**
86. SOAR stands for \_\_\_\_\_ **strengths, opportunities, aspirations and results**
87. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
88. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
89. How many principles of AI \_\_\_\_\_ **5**
90. Social skill in Gibb's model include **Accepting responsibility**
91. AI cycle consists of **4** elements
92. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
93. Which of the following is not the component of Dewey's inquiry cycle \_\_\_\_\_ **implement**
94. How many stages of Boud's triangular representation of reflective learning \_\_\_\_\_ **three**
95. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased classroom**

96. Within the domain there are ....proficiencies that the reflective practitioner can focus on\_\_\_\_\_ **3**
97. Teacher competence framework has **4** components
98. **Interpersonal** learning through feeling, values and attitudes
99. The teacher competency model enables teachers to develop their \_\_\_\_\_ **identity**
100. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
101. The teacher also must possess interpersonal skill that foster \_\_\_\_\_ **peer collaboration** 102. There are **9** characteristics of high performing schools.
103. Professional identity is a more or less conscious apprehension of what constitutes good and professional teaching and learning The symptoms of conscious of their interaction
104. The lowest level of cognitive domain in Bloom's Taxonomy is \_\_\_\_\_ **knowledge**
105. The benefits of utilizing (MI) theory are \_\_\_\_\_  
\_\_\_\_\_ **it generates a broad survey of experiences across levels and disciplines**
106. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
107. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
108. SMARTER stands for \_\_\_\_\_ **specific, measurable, restrict, timed, energizing and relevant**
109. Which of the following is not the component of Dewey's inquiry cycle \_\_\_\_\_ **implement.**
110. Boud's formulated the model in \_\_\_\_\_ **1985.**
111. How many stages of Boud's Triangular Representation of Reflective Learning \_\_\_\_\_ **three.** 112. In his 1933 work, "How We Think", Dewey distinguishes

between **four** different modes of thinking. **113.** How many phases of reflection are?

\_\_\_\_\_ **Six 114.** Gibbs

reflective cycle has **six** stages.

**115.** How \_\_\_\_\_ many \_\_\_\_\_ Principles \_\_\_\_\_ of  
AI? \_\_\_\_\_ **Five**

**116.** The \_\_\_\_\_ Objects \_\_\_\_\_ of \_\_\_\_\_ Action \_\_\_\_\_ Research \_\_\_\_\_ Enquiry \_\_\_\_\_ Are  
\_\_\_\_\_ **All of these 117.** Action

research engages teachers in a cycle of \_\_\_\_\_ **experience, critical reflection  
and action.**

**118.** The  
Reflective  
Practitioner  
is concerned  
with

**Quiz 2 January 25, 2021**

\_\_\_\_\_. \_\_\_\_\_ **Both 'a' and 'b'**

1. 'Fairness' in terms of professionalism mean \_\_\_\_\_ **supporting all students regardless  
of their problems**

2. How \_\_\_\_\_ many \_\_\_\_\_ levels \_\_\_\_\_ does \_\_\_\_\_ Bloom's \_\_\_\_\_ taxonomy \_\_\_\_\_ has  
\_\_\_\_\_ **three**

3. A Mnemonic is \_\_\_\_\_ **a  
learning technique**

4. The \_\_\_\_\_ pastoral \_\_\_\_\_ role \_\_\_\_\_ of \_\_\_\_\_ teacher \_\_\_\_\_ is \_\_\_\_\_ intended \_\_\_\_\_ to \_\_\_\_\_ provide \_\_\_\_\_ students  
\_\_\_\_\_ **care and attention**

5. Socratic \_\_\_\_\_ Method \_\_\_\_\_ is  
about \_\_\_\_\_ **questioning**

6. Teacher competence framework has .... components  
\_\_\_\_\_ **4**
7. Group thinking act as a barrier to reflective practice because it \_\_\_\_\_ **creates stereotyped views**
8. The biggest challenge of work-based learning are  
\_\_\_\_\_ **communication gap**
9. The teacher competency model enables teachers to develop  
\_\_\_\_\_ **their identity** 10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example  
\_\_\_\_\_  
\_\_\_ **All of the above**
11. Self-regulation is a ..... process.  
\_\_\_\_\_ **linear one-way**
12. SMARTER goals are \_\_\_\_\_ specific, measurable, realistic, timed, energizing and relevant
13. The term team means \_\_\_\_\_ **a group of people working together**
14. Questions of Assumption- force the reflective practitioner to \_\_\_\_\_ **understand and reflect on information.**
15. Heterogeneous teams are more creative in nature because team member \_\_\_\_\_ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is \_\_\_\_\_ **knowledge**
17. The teacher also must possess interpersonal skill that foster \_\_\_\_\_  
**peer collaboration** 18. The Norming stage in the team development is where \_\_\_\_\_ **People take on their roles efficiently**
19. How many domains of teacher identity \_\_\_\_\_.
20. How many continuums of work based learning are \_\_\_\_\_ **2**
21. The most significant factors that affect work based learning are \_\_\_\_\_ **accreditation and assessment**
22. Which one of the following is not related to work based learning \_\_\_\_\_  
**Professional Failure**
23. The four steps in Socratic Method are \_\_\_\_\_
24. Effective team members are good at five C's in team composition. One of them is \_\_\_\_\_  
\_\_\_\_\_ **Communicating**
25. Within the domain there are \_\_\_\_\_ proficiencies that the reflective practitioner can focus on. \_\_\_\_\_ **3**



26. Learning from day to day chaos means \_\_\_\_\_ **learning from day to day experience**

## QUIZ NO 3

1. The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are \_\_\_\_\_ **Uncertainty, enthusiasm, lack of enthusiasm and habit**
2. Lesson study focuses more on \_\_\_\_\_ **Student learning**
3. Change can also be \_\_\_\_\_ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective \_\_\_\_\_ **Evaluative**
4. A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. \_\_\_\_\_ **Teacher**
5. The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point. \_\_\_\_\_ **Eliciting**
6. The reflective practitioner needs to engage with one key understanding that is \_\_\_\_\_ **professionalism.**
7. Written reflection is positive and useful because \_\_\_\_\_ **It is possible to evident all the experiences**
8. Can you form a new proposition given what you have just learned? This question is related to the stage \_\_\_\_\_. \_\_\_\_\_ **Decide**
9. How many steps in Socratic questioning are \_\_\_\_\_ **6**
10. Peer monitoring is a \_\_\_\_\_ **Professional relationship between reflective practitioner and colleague**
11. Enactive learning is the learning by \_\_\_\_\_ **Doing and experiencing consequences of actions**
12. Situated learning focuses on teacher learning to make them to \_\_\_\_\_ **Think critically and originally**
13. Reflecting with colleagues is very important because \_\_\_\_\_

\_\_\_\_\_ only helps us integrate in school and feel valued with other professionals

14. Questions of Assumption is \_\_\_\_\_. \_\_\_\_\_ force us to define our task

15. Which one of the following is the higher level of blooms taxonomy \_\_\_\_\_ Knowledge

16. \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order \_\_\_\_\_ 3

17. What type of skill reflective practitioner needs to develop \_\_\_\_\_ flexible

18. Asynchronous discussion allows: \_\_\_\_\_ dialogue occurs sometimes after experience

14. A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students.

\_\_\_\_\_ Mentor

15. The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point.

\_\_\_\_\_ Eliciting

16. Supervision in education is made up of: \_\_ Collaborative Observation and Feedback

17. \_\_\_\_\_ types of questions are often used to develop thinking from lower to higher order. \_\_\_\_\_ Three 18. Dialogue can be a self-assessment tool for reflective practitioner in:

\_\_\_\_\_ Assessing knowledge and Practice

19. Which of the following are the primary processes of Socratic Method \_\_\_\_\_?

\_\_\_\_\_ The constructive process

20. Lesson study focuses more on:

\_\_\_\_\_ student learning 21.

Enactive learning is the learning by \_\_\_\_\_

\_\_\_\_\_ Doing and experiencing consequences of actions 22. Written reflection is positive and useful because

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\_\_\_\_\_ **It is possible to evident all the experiences**

23. The role of reflecting team in collaborating observation is to:

\_\_\_\_\_ **Listens to the dialogue without interrupting**

24. Which one of the following is the lower level of blooms taxonomy \_\_\_\_\_ **Evaluation**

25. Mentor can take on different roles for reflective practitioner like a: \_\_\_\_\_ **All of these**

26. The conversation in the 7 C's model for supervision can create understanding for: **Students**

27. The reflective practitioner needs to engage with one key understanding that is

\_\_\_\_\_ **professionalism**

28. In asynchronous discussion teacher: \_\_\_\_\_ **Reflect on theories learnt about teaching**

29. The reflective practitioner ensure that inter-professional learning is effective at many levels like: \_\_\_\_\_ **all of the above**

30. Reflecting with colleagues is very important because:

\_\_\_\_\_ **helps us integrate in school and feel valued with other professionals**

31. There are \_\_\_\_\_ characteristics of high performing schools: \_\_\_\_\_ **9**

32. There are some particular drivers of inter-professional learning for reflective Practitioner like:

\_\_\_\_\_ **all of these**

33. There are some principles involved in inter-professional learning which: \_\_\_\_\_ **Increase professional satisfaction**

34. Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and**

**what assumptions we assumptions we have which are affecting the information.**

35. What type of skill reflective practitioner needs to develop \_\_\_\_\_?  
**flexible**
36. How many levels of bloom taxonomy are:  
\_\_\_\_\_ **6**
37. An academic portfolio is an evolving collection of: **Experience and experiments over time**
38. Peer observation helps you to:  
\_\_\_\_\_ **Provide evidence**
39. Changes can also be \_\_\_\_\_ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. **Evaluative**
40. The goal of lesson study is to improve the: **experience provided to the students**
41. As an observer you need to: \_\_\_\_\_  
**do all the above**
42. Which one of the following is the higher level of blooms taxonomy \_\_\_\_\_?  
**Knowledge**
43. A community of practice can be described as a group of \_\_\_\_\_ working together to achieve a common goal.  
\_\_\_\_\_ **People**
44. Teacher collaborating is a means for reflective practitioner to get feedback which should be
45. Peer coaching in differentiated supervision is where: \_\_\_\_\_ **Two teachers work as a team**
46. Situated learning focuses on teacher learning to make them to:  
\_\_\_\_\_  
\_\_\_\_\_ **Think critically and originally**
47. Peer observation focuses on four key areas which are:  
\_\_\_\_\_ **Planning, teaching strategies, management, assessment**
48. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to \_\_\_\_\_ **questions of consistency**

49.

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EDU406 Q#2

1. The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'

2. Reflection is NOT \_\_\_\_\_.

- A simple 'tick box' activity
- A routine activity for a teacher
- None of the above

- 
- 
- Both 'a' and 'b'
- None of the above

3. Deductive learning is \_\_\_\_\_.

- From general to specific
- Rule base
- From unknown to known
- All the above

5. The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

6. Reflective writing focuses \_\_\_\_\_.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

7. The Reflective Practitioner is concerned with \_\_\_\_\_.

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- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both 'a' and 'b'
- None of the above

8: Working inductively means to \_\_\_\_\_.

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

9: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

3: Reflection can be negatively influenced by \_\_\_\_\_.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

4: The Professional Development Journal is \_\_\_\_\_.

A personal diary

- An on-going discourse
- A subjective dialogue
- A list of critical incidents

5: We understand frames through the use of \_\_\_\_\_.

- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

6 The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'

- None of the above

7: The study of parts of the community fall in \_\_\_\_\_.

- Evaluation
- Synthesis
- Analysis
- Knowledge

8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

9: Being committed to the profession means \_\_\_\_\_.

- Being responsible for continuing professional development
  - Being responsible for managing change
  - Being responsible for changing policy and practice
  - None of the above
- 10: Concepts determine \_\_\_\_\_.
- How a Reflective Practitioner's perceptions are explained
  - How a Reflective Practitioner's beliefs are explained
- The frames for perception
- The ways a Reflective Practitioner explains experience
- 1: A Reflective Practitioner is able to \_\_\_\_\_.
- Question assumptions and values
  - Think 'outside the box'

Question other people's assumptions

- All of the above

2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

4: Effective writing in a Professional Development Journal \_\_\_\_\_.

- May include diagrams and drawings
- Is short and precise
- Both 'a' and 'b'
- None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing \_\_\_\_\_.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

Question 1:



Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further  
Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:

According to Stephen Brook, reflective is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:

Which of the following is NOT a 'best' ? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:  
What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation ▪ interpretation
- both 'a' and 'b'
- None of the above

Question 8:  
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

Question 9:  
'Looking out' is a combination of \_\_\_\_.

- A range of viewpoints about experiences
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments 5:

Which of the following about teacher's teacher's professional knowledge and understanding is true? Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

Warm feedback extends thinking and raises concerns about teaching

- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints

- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as \_\_\_\_\_

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven ▪ It is research-led

4:

Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

5:

Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.

Select correct option:

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

6:

Critical thinking is \_\_\_\_\_.

Select correct option:

- A biological process
- A psychological and cognitive process

- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of \_\_\_\_\_.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating ▪ Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases

- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is \_\_\_\_\_.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions (thinking differentially
- Changing personal approaches changing rule pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

### Quiz no 1

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role 7. describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Aims to understand complexity
9. reflection is a form of .....Mental.....processing that we use to fulfill purpose or achieved anticipated outcome.

### 10.

1. What is the name of Competences that Characterize the Critical Thinker? Clarification
2. The reflective practitioner relies on\_\_\_\_\_. Synergistic thinking
3. Which of the following NOT involves internal commitment to discovery\_\_\_\_\_. Knowing what you have learned or what you want to learn from practice and experience needs some planning
4. What is the benefit of Benefits of concept-based teaching and learning\_\_\_\_\_ .A teacher who questions, investigates, explores and discovers
5. Epistemic stances\_\_\_\_\_. Traditional knowing
6. \_\_\_\_\_ is a process by which the reflective practitioner learns how to organize information in logical mental structures. Conceptual learning
7. Absolute knowing' is a process of \_\_\_\_\_. Learning from others
8. Identifying opportunities for you to discuss, reinforce and develop your practice is about inductive action planning\_\_\_\_\_ . Inductive action plan
9. How many types of frames are\_\_\_\_\_. 2



10. Reflecting on interpreting of both the learner's experience and the phenomena being experienced so as to move beyond the partiality of previous understanding is \_\_\_\_\_. Hermeneutic Phenomenological analysis

Within a critical thinking framework, reasoning is conducted from..... a logical frame work.

One part of learning from reflection relies teachers being open minded. These characteristics include all but.....

EDU406: Quiz No. 2

Quiz St

Question # 2 of 10 ( Start time: 08:59:37 PM, 07 December 2016 )

Benjamin Bloom major work in is \_\_\_\_\_.

Select correct option

<input type="radio"/>	Affective
<input type="radio"/>	Management
<input type="radio"/>	Cognitive
<input type="radio"/>	Psychomotor

**EDU406:Quiz No. 2**

**Question # 3 of 10 ( Start time: 09:01:03 PM, 07 December 2016 )**

We can make theory-in-use visible by \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Construct someone's theory in-use from observations of behavior□
<input type="radio"/>	Clues for discovering the Theory-In-Use
<input type="radio"/>	Developing ideas
<input type="radio"/>	Exploring concepts

EDU406:Quiz No. 2

Q

Question # 4 of 10 ( Start time: 09:02:26 PM, 07 December 2016 )

A 'problem statement' \_\_\_\_\_.

Select correct option

<input type="radio"/>	Is not too specific
<input type="radio"/>	Finds solutions to problems
<input type="radio"/>	Does not find solutions to problems
<input type="radio"/>	Is not too general

**EDU406:Quiz No. 2**

**Question # 5 of 10 ( Start time: 09:03:52 PM, 07 December 2020)**

Professional knowledge relates to \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Subject knowledge
<input type="radio"/>	Communication skills
<input type="radio"/>	Social interaction
<input type="radio"/>	All of the above

EDU406:Quiz No. 2



Question # 6 of 10 ( Start time: 09:04:29 PM, 07 December 2016 )

The benefits of concept-based learning \_\_\_\_\_.

Select correct option

<input type="radio"/>	Depend on the experience of the Reflective Practitioner
<input type="radio"/>	Depend on the intellectual level of thinking of the Reflective Practitioner
<input type="radio"/>	Depend on the emotional engagement of the Reflective Practitioner
<input type="radio"/>	Depend on the psychological engagement of the Reflective Practitioner

EDU406:Quiz No. 2

Qui

Question # 8 of 10 ( Start time: 09:06:47 PM, 07 December 2016 )

The Reflective Practitioner uses 3-Dimensional instruction to \_\_\_\_\_.

Select correct option

<input type="radio"/>	Develop skills for concept-based teaching
<input type="radio"/>	Develop understanding of connection between topics/ subjects
<input type="radio"/>	Build use multiple intelligences in their teaching
<input type="radio"/>	All of the above

EDU406:Quiz No. 2

Quiz Start Time: 1

Question # 7 of 10 ( Start time: 09:05:46 PM, 07 December 2016 )

The Reflective Practitioner is concerned with \_\_\_\_\_.

Select correct option

<input type="radio"/>	Using a wider range of experiences and research to underpin the approach to teaching
<input type="radio"/>	Using a wider range of pedagogies as a means to realize excellence in teaching
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

EDU406:Quiz No. 2

Quiz 5

Question # 1 of 10 ( Start time: 08:58:15 PM, 07 December 2016 )

Critically reflective teaching is \_\_\_\_\_.

Select correct option

<input type="radio"/>	Responsible for highly effective pedagogies
<input type="radio"/>	Responsive and adaptable to meet learners' needs
<input type="radio"/>	A social process involving family and community
<input type="radio"/>	All of the above

EDU406 Q#2

1. The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'

2. Reflection is NOT \_\_\_\_\_.

- A simple 'tick box' activity
- A routine activity for a teacher
- None of the above

- 
- 

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- Both 'a' and 'b'
- None of the above

3. Deductive learning is \_\_\_\_\_.

- From general to specific
- Rule base
- From unknown to known
- All the above

5. The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

6. Reflective writing focuses \_\_\_\_\_.

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- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

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- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both 'a' and 'b'
- None of the above

8: Working inductively means to \_\_\_\_\_ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

9: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- Adaptable to changing conditions
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- The Reflective Practitioner ignoring the truth
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7: The study of parts of the community fall in \_\_\_\_\_.

- Evaluation
- Synthesis
- Analysis
- Knowledge

8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
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- Works with deeper levels of conceptual understanding

9: Being committed to the profession means \_\_\_\_\_.

- Being responsible for continuing professional development
  - Being responsible for managing change
  - Being responsible for changing policy and practice
  - None of the above
- 10: Concepts determine \_\_\_\_\_.
- How a Reflective Practitioner's perceptions are explained
  - How a Reflective Practitioner's beliefs are explained
  - The frames for perception

▪ The ways a Reflective Practitioner explains experience 1: A Reflective Practitioner is able to \_\_\_\_\_.

- Question assumptions and values
- Think 'outside the box' ▪

Question other people's assumptions

- All of the above

2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice 4: Effective writing in a Professional Development Journal \_\_\_\_\_.

- May include diagrams and drawings
- Is short and precise
- Both 'a' and 'b'
- None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- Targets, planning, evaluation

- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing \_\_\_\_\_.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further  
Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:

According to Stephen Brook, reflective is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:

Which of the following is NOT a 'best' ? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:  
What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation ▪ interpretation
- both 'a' and 'b'
- None of the above

Question 8:  
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

Question 9:  
'Looking out' is a combination of \_\_\_\_\_.

- A range of viewpoints about experiences
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments 5:

Which of the following about teacher's teacher's professional knowledge and understanding is true? Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

Warm feedback extends thinking and raises concerns about teaching

- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as \_\_\_\_\_

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven ▪ It is research-led

4:

Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- **Developing a professional measurement instrument**
- Obtaining the necessary information to answer the question
- Developing a plan of action

5:

Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.

Select correct option:

- Critically examine practice
- Critically examine theories
- **Critically examine practice and theories in the light of theories**
- Critically examine data and research in the light of theories

6:

Critical thinking is \_\_\_\_\_.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- **Taking on the role of researcher**
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions



1:

Interpretation is the skills of \_\_\_\_\_.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating ▪ Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases

- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is \_\_\_\_\_.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions (thinking deferentially
- Changing personal approaches changing rule pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

### Quiz no 1

7. Is not reflection in a professional setting? Object-led
8. Best practice approach teachers must . Be committed to professional dialogue with other teachers
9. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
10. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
11. True about teacher's professional knowledge and understanding?
12. What is reflection practice? Process of action to improve the professional role 7.  
describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Aims to understand complexity
- 9.reflection is a form of .....Mental.....processing that we use to fulfill purpose or achieved anticipated outcome.

### 10.

- 1.What is the name of Competences that Characterize the Critical Thinker? Clarification
8. The reflective practitioner relies on\_\_\_\_\_.Synergistic thinking
9. Which of the following NOT involves internal commitment to discovery\_\_\_\_\_.Knowing what you have learned or what you want to learn from practice and experience needs some planning
10. What is the benefit of Benefits of concept-based teaching and learning\_\_\_\_\_
- .A teacher who questions, investigates, explores and discovers
11. Epistemic stances\_\_\_\_\_.Traditional knowing
12. \_\_\_\_\_ is a process by which the reflective practitioner learns how to organize information in logical mental structures. Conceptual learning
13. Absolute knowing' is a process of \_\_\_\_\_.Learning from others
- 8.Identifying opportunities for you to discuss, reinforce and develop your practice is about inductive action planning\_\_\_\_\_ .Inductive action plan
11. How many types of frames are\_\_\_\_\_.2

12. Reflecting on interpreting of both the learner's experience and the phenomena being experienced so as to move beyond the partiality of previous understanding is \_\_\_\_\_. Hermeneutic Phenomenological analysis

Within a critical thinking framework, reasoning is conducted from..... a logical frame work.

One part of learning from reflection relies teachers being open minded. These characteristics include all but.....

EDU406: Quiz No. 2

Quiz St

Question # 2 of 10 ( Start time: 08:59:37 PM, 07 December 2016 )

Benjamin Bloom major work in is \_\_\_\_\_.

Select correct option

<input type="radio"/>	Affective
<input type="radio"/>	Management
<input type="radio"/>	Cognitive
<input type="radio"/>	Psychomotor

**EDU406:Quiz No. 2**

**Question # 3 of 10 ( Start time: 09:01:03 PM, 07 December 2016 )**

We can make theory-in-use visible by \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Construct someone's theory in-use from observations of behavior□
<input type="radio"/>	Clues for discovering the Theory-In-Use
<input type="radio"/>	Developing ideas
<input type="radio"/>	Exploring concepts

EDU406:Quiz No. 2

Q

Question # 4 of 10 ( Start time: 09:02:26 PM, 07 December 2016 )

A 'problem statement' \_\_\_\_\_.

Select correct option

<input type="radio"/>	Is not too specific
<input type="radio"/>	Finds solutions to problems
<input type="radio"/>	Does not find solutions to problems
<input type="radio"/>	Is not too general

**EDU406:Quiz No. 2**

**Question # 5 of 10 ( Start time: 09:03:52 PM, 07 December 2020)**

Professional knowledge relates to \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Subject knowledge
<input type="radio"/>	Communication skills
<input type="radio"/>	Social interaction
<input type="radio"/>	All of the above

EDU406:Quiz No. 2



Question # 6 of 10 ( Start time: 09:04:29 PM, 07 December 2016 )

The benefits of concept-based learning \_\_\_\_\_.

Select correct option

<input type="radio"/>	Depend on the experience of the Reflective Practitioner
<input type="radio"/>	Depend on the intellectual level of thinking of the Reflective Practitioner
<input type="radio"/>	Depend on the emotional engagement of the Reflective Practitioner
<input type="radio"/>	Depend on the psychological engagement of the Reflective Practitioner



Question # 8 of 10 ( Start time: 09:06:47 PM, 07 December 2016 )

The Reflective Practitioner uses 3-Dimensional instruction to \_\_\_\_\_.

Select correct option

<input type="radio"/>	Develop skills for concept-based teaching
<input type="radio"/>	Develop understanding of connection between topics/ subjects
<input type="radio"/>	Build use multiple intelligences in their teaching
<input type="radio"/>	All of the above

Question # 7 of 10 ( Start time: 09:05:46 PM, 07 December 2016 )

The Reflective Practitioner is concerned with \_\_\_\_\_.

Select correct option

<input type="radio"/>	Using a wider range of experiences and research to underpin the approach to teaching
<input type="radio"/>	Using a wider range of pedagogies as a means to realize excellence in teaching
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

Question # 1 of 10 ( Start time: 08:58:15 PM, 07 December 2016 )

Critically reflective teaching is \_\_\_\_\_.

Select correct option

<input type="radio"/>	Responsible for highly effective pedagogies
<input type="radio"/>	Responsive and adaptable to meet learners' needs
<input type="radio"/>	A social process involving family and community
<input type="radio"/>	All of the above

- Self-regulation is \_\_\_\_\_. EDU406
- Creative Thinking is not critical thinking because \_\_\_\_\_. EDU406
- Does critical Reflection involve which of the following? EDU406
- Kolb’s reflective cycle \_\_\_\_\_. edu406
- Within a critical thinking framework, ‘reasoning’ is conducted from \_\_\_\_\_. EDU406
- What factor makes reflection seem time-consuming? EDU406
- According to Moon, what are the key aspects of reflective practice? EDU406
- What is the impact of reflective practices on the teacher? edu406

**EDU406**

**GRAND QUIZ FILE**

**DEVELOPED WITH THE HELP OF**

**GROUP: B.ed (1.5) VU SEMESTER 1**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
  - a) Accepting consequences of their decisions
  - b) Viewing situations from multiple perspectives
  - c) Searching for alternatives explanations for classroom events
  - d) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
  - a) Reflecting on the components parts of changing practice
  - b) **Deconstructing applications of knowledge in the classroom**
  - c) Deconstructing meaning acquired from experiences in the classroom
  - d) Acquiring meaning from experiences in the classroom
3. Kolb's reflective cycl .....
  - a) Emphasises the role experience plays in learning
  - b) Illustrates the developmental nature of reflection
  - c) **Both 'a' and 'b'**
  - d) None of the above
4. Which of the following is not a reason for reflective practice?
  - a) Reflective practice helps students learn
  - b) It encourages us to understand our learners and their needs
  - c) It is a professional requirement
  - d) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
  - a) **Be committed to professional dialogue with other teachers**
  - b) Be open-minded and committed to professionalism
  - c) See practice as a process of analysis
  - d) Be focused on technical proficiency
6. Rapid reflection is all but .....
  - a) **Contemplative**
  - b) Immediate
  - c) On-going
  - d) automatic
7. Processes in participatory reflection include all of the following except
  - a) Careful description
  - b) Thoughtful listening
  - c) Extending thinking
  - d) **None of the above**
8. A critical friend can be defined as .....
  - a) Someone who assume a directive role
  - b) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
  - c) A colleague who provides solutions to problems
  - d) Judges actions and behaviors as part of feedback
9. Bloom's model which guides the lowest level of reflection might use all the following except ....
  - a) Was my explanation clear enough for the students?

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- b) Was the lesson complete on time?
- c) Did I give enough time for individual activity?
- d) **What instructional strategies were used?**

10: Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- Teachers need to develop reflection and evaluation to support their own and other practice

11: According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- Is a way for teachers to understand their problems
- **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- **Guidance and structure are key factors for Reflective Practitioners**
- When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- in-school mentoring
- Communities of Practice

15: Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

17: Creative Thinking is not critical thinking because

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- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

18: in a school, a critical friend can be all of the following except .....

- a) A teacher
- b) A retired principal
- c) A new teacher who started working in the school shortly after you
- d) **A friend from another school**

19: 'Looking out' is a combination of .....

- **A range of viewpoints about experiences**
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

20: Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
- Teachers and other education professionals are committed to continued professional development

21. Personal attributes of critical thinkers include

- a) Honesty about emotions
- b) Evaluative disposition borne from open-mindedness
- c) Personal awareness especially relating to personal bias
- d) **All of the above**

22. DATA refers to

- The analysis of an event
- A cycle of learning
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

24: What is the impact of reflective practices on the teacher

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

25: Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Once reflection becomes a habit you will not need to develop your reflective skills further

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- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

**26 What does 'a lack of conceptual clarity' mean?**

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- **It includes too many viewpoints and so becomes confusing for the individual**
- does not account for students' perspectives

**27 According to Brookfield, which is the most powerful lens for teachers?**

- **The Self Lens**
- The Student Lens
- the peers lens, the theory lens

**28 Which of the following is an example of 'warm' feedback?**

- Warm feedback extends thinking and raises concerns about teaching
- **Warm feedback consists of supportive, appreciative statements**
- Warm feedback raises questions
- None of the above

**29 Within a critical thinking framework, 'reasoning' is conducted from .....**

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

**30: Which of the following not a component of the process involved in reflective practice**

- a) E diss
- b) **Subject knowledge**
- c) Interpersonal relationship
- d) Personality values

**31 Which of the following is not reflection in a professional setting?**

- Deliberate
- Theory-focused
- **Object-led**
- Purposeful

**32 The 'critical lenses' refer to**

- The perspectives that a teacher uses to generate different viewpoints
- **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
- A set of different viewpoints
- None

**33: Learning from reflection can also be known as ....**

- a) Discussion-based learning
- b) Enhancement-oriented learning
- c) **Professional development-based learning**
- d) Inquiry-oriented learning

**34: Reflection-on-action can be described as \_\_\_\_\_**

- Thinking about what to do

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- **A reconstructive mental review**
- Problem resolution
- Weighing the pros and cons of alternatives

**35: Which of the following is NOT a principle of Reflective Practice?**

**Select correct option:**

- It is problem-oriented
- It is based on action research
- **It is data-driven**
- It is research-led

**36: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- Identifying the research problem
- **Developing a professional measurement instrument**
- Obtaining the necessary information to answer the question
- Developing a plan of action

**37: Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.**

**Select correct option:**

- Critically examine practice
- Critically examine theories
- **Critically examine practice and theories in the light of theories**
- Critically examine data and research in the light of theories

**38: Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

**39: What are three levels of reflection?**

**Select correct option:**

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

**40 What is question/ analysis in the reflective cycle?**

**Select correct option:**

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- **Asking many questions**

**41: Interpretation is the skills of \_\_\_\_\_.**

**Select correct option:**

- Understanding and transmitting
- **Cognition and communication**
- Thinking and talking



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- Receiving and sending information

**42 Critical Reflection involves which of the following?**

**Select correct option:**

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

**43 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to.....**

- a) Continually develop and learn from their experience
- b) Meet organizational/ national standards
- c) **Both 'a' and 'b'**
- d) None of the above

**44: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- a) Identifying the research problem
- b) **Developing a professional measurement instrument**
- c) Obtaining the necessary information to answer the equation
- d) Developing a plan of action

**45: What is part of the analytical process for the practitioner?**

**Select correct option:**

- The identification of own assumptions
- The examination of the underlying values base
- **Both 'a' and 'b'**
- None of the above

**46: Why reflective practice is so important?**

**Select correct option:**

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

**47: The most significant part of the model is \_\_\_\_.**

**Select correct option:**

- **Learning from experience**
- Learning from reflecting
- Learning from information
- Learning from knowledge

**48: What do systematic reflexivity and epistemic reflexivity focus on?**

**Select correct option:**

- Beliefs, values and assumptions
- Methods and theories
- **Suppositions, theories, beliefs and assumptions**
- Praxis, values, theories and beliefs

**49: When we think habitually, we \_\_\_\_.**

**Select correct option:**

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

**50: Double loop learning involves \_\_\_\_.**

**Select correct option:**

- Changing personal assumptions
- Changing personal approaches
- **Both 'a' and 'b'**
- None of the above

**51: What factor makes reflection seem time-consuming?**

**Select correct option:**

- a) Regular learning networks are very time-consuming
- b) Lack of leadership for Reflective Practice
- c) Regular learning networks are very time-consuming
- d) Staff is too busy**

**52: Which of the following best describes the benefits of reflective practice?**

- a) It changes the balance of power
- b) It determines what counts as knowledge**
- c) It provides opportunity for knowledge sharing which empowers teachers
- d) It determines foundation to more egalitarian perspectives

**53: What does the idea of reflective practice dismiss?**

- a) Patriarchal views
- b) Teachers view
- c) Greater involvement of teacher in setting the education agenda
- d) Fixed perception of the nature of the learning**

**54: To operationalize a best practice approach teachers must .....**

- a) Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

**55. Looking in is the part of the reflective process which**

- a) Occurs before teaching
- b) Occurs after teaching
- c) Occurs as a precondition for reflection**
- d) Occurs as a response to experience

**56: Which of the following Best describes a 'regular learning network'?**

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- a) A learning “hub” which challenge practice and policy
- b) A leaning hub of reflective practice
- c) A hub for sustained improvement in the lives of teachers
- d) A placed for teachers to come together and discuss matters of concern**

57: According to Moon. What are the key aspects of reflective practice?

- a) Reflection is a form of mental processing
- b) Relies of a cognitive re-processing of experience
- c) Aims to understand complexity and confusion in experience
- d) All of the above**

58: The Reflective Practitioner must \_\_\_\_\_.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both ‘a’ and ‘b’**
- None of the above

59: Reflection is NOT \_\_\_\_\_.

- A simple ‘tick box’ activity**
- A routine activity for a teacher
- Both ‘a’ and ‘b’
- None of the above

60 :Deductive learning is \_\_\_\_\_.

- From general to specific**
- Rule base
- From unknown to known
- All the above

61: The Reflective Practitioner has adapted \_\_\_\_\_.

- Ways of knowing
- Patterns of reasoning
- Both ‘a’ and ‘b’**
- None of the above

62: Reflective writing focuses \_\_\_\_\_.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience**
- Ideas, concepts and opinions

63:The Reflective Practitioner is concerned with \_\_\_\_\_.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both ‘a’ and ‘b’**
- None of the above

64:Working inductively means to \_\_\_\_\_ .

- Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

65: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.

- More reflective
- Adaptable to changing conditions**
- Able to review experiences critically
- Is open to many new ideas

## *B.ed (1.5) VU Semester 1*

- 66: Reflection can be negatively influenced by \_\_\_\_\_.  
▪ A lack of objectivity  
▪ The Reflective Practitioner ignoring the truth  
▪ None of the above  
▪ **Both 'a' and 'b'**
- 67: The Professional Development Journal is \_\_\_\_\_.  
▪ A personal diary  
▪ An on-going discourse  
▪ **A subjective dialogue**  
▪ A list of critical incidents
- 68: We understand frames through the use of \_\_\_\_\_.  
▪ Metaphors providing explain them  
▪ Metaphors to clarify them  
▪ **Metaphors to communicate logic**  
▪ None of the above
- 69: The Reflective Practitioner has adapted \_\_\_\_\_.  
▪ Ways of knowing  
▪ Patterns of reasoning  
▪ **Both 'a' and 'b'**  
▪ None of the above
- 70: The study of parts of the community fall in \_\_\_\_\_.  
▪ Evaluation  
▪ Synthesis  
▪ Analysis  
▪ **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.  
▪ Transfers learning to new concepts easily  
▪ Makes meaning and process information more deeply  
▪ Has a more thorough working knowledge of theories-in-use  
▪ **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means \_\_\_\_\_.  
▪ **Being responsible for continuing professional development**  
▪ Being responsible for managing change  
▪ Being responsible for changing policy and practice  
▪ None of the above
- 73: Concepts determine \_\_\_\_\_.  
▪ How a Reflective Practitioner's perceptions are explained  
▪ How a Reflective Practitioner's beliefs are explained  
▪ **The frames for perception**  
▪ The ways a Reflective Practitioner explains experience
- 74: A Reflective Practitioner is able to \_\_\_\_\_.  
▪ **Question assumptions and values**  
▪ Think 'outside the box'  
▪ Question other people's assumptions  
▪ All of the above
- 76: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.  
▪ **Understand theories as we apply them**

## *B.ed (1.5) VU Semester 1*

- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

77: Effective writing in a Professional Development Journal \_\_\_\_\_.

- May include diagrams and drawings
- Is short and precise
- **Both 'a' and 'b'**
- None of the above

78: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- **Both 'a' and 'b'**
- None of the above

79: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- **All of the above**

80: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- **All of the above**

81: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

82: Reflective writing \_\_\_\_\_.

- Is personal
- **Links theory to practice** **not sure**
- Questions experience

83: Benjamin Bloom major work in is....

- a) Affective
- b) Management
- c) **Cognitive**
- d) Psychomotor

84: We can make theory-in-use visible by....

- a) **Construction someone's theory-in-use from observations of behavior**
- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement' .....

- a) **Is not too specific**
- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

86: Professional knowledge relates to .....

- a) Subject knowledge
- b) Communication skills
- c) Social interaction
- d) **All of the above**

87: The benefits of concept-based learning .....

- a) Depend on the experience of the reflective practitioner
- b) **Depend on the intellectual level of thinking of the reflective practitioner**
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

88: The reflective practitioner uses 3-dimensional instruction to .....

- a) Develop skills for concept-based teaching
- b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) **all of the above**

89: critically reflective teaching is .....

- a) responsible for highly effective pedagogies
- b) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

## Quiz

**Question 1: Which of the following about teacher's professional knowledge and understanding is true?**

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

**Question No.2: According to Stephen Brook, reflective practice is?**

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

**Question 3: Which of the following is NOT a 'best' practice? Pg.19**

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

**Question No.4: What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294**

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children Challenging environments

**Question 5: Which of the following is considered the least effective form of teacher development?**

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

**Question 6: Knowing-in-action is described by Schon as \_\_\_\_\_.**

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

**Question 7: What are the major mechanisms involved in critical thinking for the reflective practitioner?**

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

**question 8: Creative Thinking is not critical thinking because**

- It is not logical
- It is not problem-centred
- It is emotive

- it is not based on 'black-and-white' thinking

**Question 9: 'Looking out' is a combination of \_\_\_\_.**

- A range of viewpoints about experiences
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

**Question 10: Which of the following assumptions does NOT underlie action research?**

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

**DATA refers to pg.40**

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

**3: What is reflective practice?**

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

**4: What is the impact of reflective practices on the teacher**

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

**5: Which of the following about teacher's teacher's professional knowledge and understanding is true?**

**Once reflection becomes a habit you will not need to develop your reflective skills further**

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

**6 What does 'a lack of conceptual clarity' mean?**

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

**7 According to Brookfield, which is the most powerful lens for teachers?**

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

**8 Which of the following is an example of 'warm' feedback?**

- Warm feedback extends thinking and raises concerns about teaching



- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

**9 Which of the following is not reflection in a professional setting?**

- Deliberate
- Theory-focused
- Object-led
- Purposeful

**10 The 'critical lenses' refer to**

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

**2: Reflection-on-action can be described as \_\_\_\_\_**

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

**3: Which of the following is NOT a principle of Reflective Practice? Pg.8**

**Select correct option:**

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

**4: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

**5: Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.**

**Select correct option:**

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

**6: Critical thinking is \_\_\_\_\_.**

**Select correct option:**

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

**7: What are three levels of reflection?**

**Select correct option:**

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

**8 What is question/ analysis in the reflective cycle?**

**Select correct option:**

- **Taking on the role of researcher**
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

**1: Interpretation is the skills of \_\_\_\_\_.**

**Select correct option:**

- **Understanding and transmitting**
- Cognition and communication
- Thinking and talking
- Receiving and sending information

**2 Critical Reflection involves which of the following?**

**Select correct option:**

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

**2: Which of the following is NOT one of the four steps in action research?**

**Select correct option:**

Action Research is...Process, Collaboration, Improvement, Practice, Communication

**pg.250**

**3 What is part of the analytical process for the practitioner?**

**Select correct option:**

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

**4 Why reflective practice is so important?**

**Select correct option:**

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

**5 The most significant part of the model is \_\_\_\_\_.**

**Select correct option:**

- Learning from experience

- Learning from reflecting
- Learning from information
- Learning from knowledge

6

**What do systematic reflexivity and epistemic reflexivity focus on?**

**Select correct option:**

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

**When we think habitually, we \_\_\_\_.**

**Select correct option:**

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

**Double loop learning involves \_\_\_\_.**

**Select correct option:**

- Changing personal assumptions
- Changing personal approaches pg.51
- Both 'a' and 'b'
- None of the above

9

**What factor makes reflection seem time-consuming?**

**Select correct option:**

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates \_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

EDU406:Quiz 1

Quiz Start T

**Question # 1 of 10 ( Start time: 07:09:39 PM, 23 November 2016 )**

According to Stephen Brook, reflective practice is?

**Select correct option**

<input type="radio"/>	Locates teaching within the context of the school agenda
<input type="radio"/>	Empowers the teacher to appreciate the bigger picture surrounding teaching
<input checked="" type="radio"/>	Is a way for teaches to understand their problems
<input type="radio"/>	None of the above

EDU406:Quiz 1

Quiz Start Time: 07:09 PM, 23 I

**Question # 2 of 10 ( Start time: 07:10:34 PM, 23 November 2016 )**

Reflection is a form of \_\_\_\_\_ processing that we use to fulfill a purpose or achieve anticipated outcome

**Select correct option**

<input type="radio"/>	physical
<input checked="" type="radio"/>	mental
<input type="radio"/>	purposeful
<input type="radio"/>	none of the above

## EDU406:Quiz 1

## Quiz S

## Question # 3 of 10 ( Start time: 07:11:41 PM, 23 November 2016 )

Concept formation involves \_\_\_\_\_.

Select correct option

<input checked="" type="radio"/>	Perception, abstraction, generalization
<input type="radio"/>	Observation, analysis, synthesis
<input type="radio"/>	Perception, analysis, categorization
<input type="radio"/>	Observation, synthesis, generalization

[Click here to Save](#)

## EDU406:Quiz 1

## Question # 5 of 10 ( Start time: 07:13:54 PM, 23 November 2016 )

Which of the following is NOT a 'best' practice?

Select correct option

<input type="radio"/>	Educates the whole child
<input type="radio"/>	Follows the text closely to ensure coverage of the curriculum
<input type="radio"/>	Students' active participation in learning
<input checked="" type="radio"/>	Challenging environments

[Click](#)

## EDU406:Quiz 1

## Question # 6 of 10 ( Start time: 07:14:40 PM, 23 November 2016 )

Which of the following is NOT a principle of Reflective Practice?

Select correct option

<input checked="" type="radio"/>	It is problem-oriented
<input type="radio"/>	It is based on action research
<input type="radio"/>	It is data-driven
<input type="radio"/>	It is research-led

## EDU406:Quiz 1

## Question # 7 of 10 ( Start time: 07:15:49 PM, 23 November 2016 )

What is reflective practice?

Select correct option

<input type="radio"/>	A process to evaluate teaching
<input type="radio"/>	Process leading to activity in response to any aspects of the professional role
<input checked="" type="radio"/>	Process of action to improve the professional role
<input type="radio"/>	None of the above

## EDU406:Quiz 1

Question # 8 of 10 ( Start time: 07:16:19 PM, 23 Novemb

Reflective writing focuses \_\_\_\_\_.

Select correct option

<input type="radio"/>	On all aspects of an experience
<input type="radio"/>	Critical incidences
<input type="radio"/>	Specific details within an experience
<input checked="" type="radio"/>	Ideas, concepts and opinions

## EDU406:Quiz 1

Question # 9 of 10 ( Start time: 07:17:37 PM, 23 November 2016 )

Within a critical thinking framework, 'reasoning' is conducted from \_\_\_\_\_ .

Select correct option

<input checked="" type="radio"/>	A logical framework
<input type="radio"/>	An objective perspective
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

**EDU406 Quiz#2**

- 3 The Reflective Practitioner must \_\_\_\_\_.  
▪ Manage workloads as part of their role in planning and leading the profession  
▪ Ensure a suitable work-life balance  
▪ Both 'a' and 'b'  
▪ **None of the above**
- 4 Reflection is NOT \_\_\_\_\_.  
▪ **A simple 'tick box' activity**  
▪ A routine activity for a teacher  
▪ Both 'a' and 'b'  
▪ None of the above
- 6: Deductive learning is \_\_\_\_\_.  
▪ **From general to specific**  
▪ Rule base  
▪ From unknown to known  
▪ All the above
- 7 The Reflective Practitioner has adapted \_\_\_\_\_.  
▪ Ways of knowing  
▪ Patterns of reasoning  
▪ **Both 'a' and 'b'**  
▪ None of the above
- 8 Reflective writing focuses \_\_\_\_\_.  
▪ **On all aspects of an experience**  
▪ Critical incidences  
▪ Specific details within an experience  
▪ Ideas, concepts and opinions
- 9: The Reflective Practitioner is concerned with \_\_\_\_\_.  
▪ Using a wider range of experiences and research to underpin the approach to teaching  
▪ **Using a wider range of pedagogies as a means to realize excellence in teaching**  
▪ Both 'a' and 'b'  
▪ None of the above
- 10: Working inductively means to \_\_\_\_\_.  
▪ **Identify a goal and explore strategies to achieve it**  
▪ Plan a programme of discussion and observation to improve  
▪ Reflect in an exploratory and trial-and-error fashion  
▪ None of the above
- 1: By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.  
▪ **More reflective**  
▪ Adaptable to changing conditions  
▪ Able to review experiences critically  
▪ Is open to many new ideas
- 3: Reflection can be negatively influenced by \_\_\_\_\_.  
▪ **A lack of objectivity**  
▪ The Reflective Practitioner ignoring the truth  
▪ None of the above  
▪ Both 'a' and 'b'
- 4: The Professional Development Journal is \_\_\_\_\_.



- A personal diary
  - An on-going discourse
  - A subjective dialogue
  - A list of critical incidents
- 5: We understand frames through the use of \_\_\_\_\_.  
  - Metaphors providing explain them
  - Metaphors to clarify them
  - Metaphors to communicate logic
  - None of the above
- 6 The Reflective Practitioner has adapted \_\_\_\_\_.  
  - Ways of knowing
  - Patterns of reasoning
  - Both 'a' and 'b'
  - None of the above
- 7: The study of parts of the community fall in \_\_\_\_\_.  
  - Evaluation
  - Synthesis
  - Analysis
  - Knowledge
- 8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.  
  - Transfers learning to new concepts easily
  - Makes meaning and process information more deeply
  - Has a more thorough working knowledge of theories-in-use
  - Works with deeper levels of conceptual understanding
- 9: Being committed to the profession means \_\_\_\_\_.  
  - Being responsible for continuing professional development
  - Being responsible for managing change
  - Being responsible for changing policy and practice
  - None of the above
- 10: Concepts determine \_\_\_\_\_.  
  - How a Reflective Practitioner's perceptions are explained
  - How a Reflective Practitioner's beliefs are explained
  - The frames for perception
  - The ways a Reflective Practitioner explains experience
- 1: A Reflective Practitioner is able to \_\_\_\_\_.  
  - Question assumptions and values
  - Think 'outside the box'
  - Question other people's assumptions
  - All of the above
- 2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.  
  - Understand theories as we apply them
  - Predict what will happen when we apply theory to practice
  - Explain situations
  - Generate schemas for translating theory into practice
- 4: Effective writing in a Professional Development Journal \_\_\_\_\_.  
  - May include diagrams and drawings

- Is short and precise
- Both 'a' and 'b'
- None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing \_\_\_\_\_.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

## EDU406:Quiz No. 2

Quiz 5

## Question # 1 of 10 ( Start time: 08:58:15 PM, 07 December 2016 )

Critically reflective teaching is \_\_\_\_\_.

## Select correct option

<input checked="" type="radio"/>	Responsible for highly effective pedagogies
<input type="radio"/>	Responsive and adaptable to meet learners' needs
<input type="radio"/>	A social process involving family and community
<input type="radio"/>	All of the above

## EDU406:Quiz No. 2

## Question # 3 of 10 ( Start time: 09:01:03 PM, 07 December 2016 )

We can make theory-in-use visible by \_\_\_\_\_.

## Select correct option

<input type="radio"/>	Construct someone's theory in-use from observations of behavior
<input type="radio"/>	Clues for discovering the Theory-In-Use
<input checked="" type="radio"/>	Developing ideas
<input type="radio"/>	Exploring concepts

EDU406:Quiz No. 2

Q

Question # 4 of 10 ( Start time: 09:02:26 PM, 07 December 2016 )

A 'problem statement' \_\_\_\_\_.

Select correct option

<input type="radio"/>	Is not too specific
<input checked="" type="radio"/>	Finds solutions to problems
<input type="radio"/>	Does not find solutions to problems
<input type="radio"/>	Is not too general

EDU406:Quiz No. 2

Question # 5 of 10 ( Start time: 09:03:52 PM, 07 December 2016 )

Professional knowledge relates to \_\_\_\_\_.

Select correct option

<input type="radio"/>	Subject knowledge
<input checked="" type="radio"/>	Communication skills
<input type="radio"/>	Social interaction
<input type="radio"/>	All of the above

EDU406:Quiz No. 2

Q

Question # 6 of 10 ( Start time: 09:04:29 PM, 07 December 2016 )

The benefits of concept-based learning \_\_\_\_\_.

Select correct option

<input type="radio"/>	Depend on the experience of the Reflective Practitioner
<input checked="" type="radio"/>	Depend on the intellectual level of thinking of the Reflective Practitioner
<input type="radio"/>	Depend on the emotional engagement of the Reflective Practitioner
<input type="radio"/>	Depend on the psychological engagement of the Reflective Practitioner

EDU406:Quiz No. 2

Quiz Start Time: 1

Question # 7 of 10 ( Start time: 09:05:46 PM, 07 December 2016 )

The Reflective Practitioner is concerned with \_\_\_\_\_.

Select correct option

<input type="radio"/>	Using a wider range of experiences and research to underpin the approach to teaching
<input checked="" type="radio"/>	Using a wider range of pedagogies as a means to realize excellence in teaching
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above

EDU406:Quiz No. 2

Qui

**Question # 8 of 10 ( Start time: 09:06:47 PM, 07 December 2016 )**

The Reflective Practitioner uses 3-Dimensional instruction to \_\_\_\_\_.

**Select correct option**

<input checked="" type="radio"/>	Develop skills for concept-based teaching
<input type="radio"/>	Develop understanding of connection between topics/ subjects
<input type="radio"/>	Build use multiple intelligences in their teaching
<input type="radio"/>	All of the above

One circle in the Venn Diagram represents which kind of experience? Concrete

How many phases have John Model for Structured Reflection (2000)? Two

Which category best describes the concerns related to confidentiality, rights to privacy, informed consent? Ethical

Reflecting on \_\_\_\_\_ is very significant for the reflective practitioner because it informs the decisions that you make in the classroom. Values

Concepts bases teaching and learning required \_\_\_\_\_ to relate facts with concepts. Deeper intellectual

The Jo-Hari Window is a communication model used to improve understanding \_\_\_\_\_. For individual and between individual

Which of these relationships are important for professional growth? Collaborative

Reflective practice is about learning from acquired experience.

Which one of the following elements are considered in technical rationality?

Conceptual leaning is not about \_\_\_\_\_. Working harder

The teacher making appropriate correct judgments about their role and responsibilities within the school is called \_\_\_\_\_ competence. Ethical

Which of these term best describe the emancipator phase Critique of practice regarding conflicts distortion

Conceptual learning is a process to organize and apply knowledge in a logical way

Kinaesthetic refers to \_\_\_\_\_. Learning through interaction with one's environment

Inductive learning is the process of learning and reasoning from detailed facts to general principles.

The reflective writing gets very skewed and not realistic when we look objectively at \_\_\_\_\_ experiences. All

Occupation specific tasks are included in \_\_\_\_\_ competence. Functional

Formulation of a detailed problem statement at an early stage can Prevent the process of learning from experiences.

Trying to understand the ideas behind the fact NOT just looking at the facts is known as: Analysis

We are involved in non-critical thinking process when we \_\_\_\_\_. Rely on reason rather than emotion

A self-imposed barrier to reflective practice is \_\_\_\_\_. Negative Ideas

Complete change in perspective is referred to \_\_\_\_\_. Paradigm shift

Looking back at things which has happened to us in the classroom is known as \_\_\_\_\_ writing. Reflective

Open area in Johari window will expand \_\_\_\_\_ with feedback from others in your team. Horizontally

New concepts emerge with the making of new \_\_\_\_\_. Questions

Which one of the following, thinking about historical/political perspectives on the problems are being encountered? Critical reflection

One code kind of learning is called \_\_\_\_\_ learning. Single-loop

which of the following helps teachers to generate new knowledge and ideas in reflective practice?  
Evaluating the existing practice

The final part of reflection include reflecting forward and \_\_\_\_\_. Reflecting backwards

\_\_\_\_\_ process allows colleagues and others to share ideas and issues. Participatory

A reflective practice must demonstrate a commitment to a personal code of values. It includes: All

-----is the process of consciously thinking through what is happening and this helps us again an understanding and to make meaning from what is going on in our lives. Reflection

How many attributes are there for a teacher to become a critical thinker? 9

The fact that different people with different experience are likely to approach problems in different ways depends on: Reframing matrix

Which beliefs are behind to make the causal relation of frames? Assumptions

What are three attitudes required in the process of reflective thinking? Open-mindedness, whole-heartedness and responsibility

Test ideas- Try out new practices or with settings that work in contrasting ways.

Synergistic thinking is essential for \_\_\_\_\_ development. Intellectual

What is the most significant barrier to reflective practice? Lack of Knowledge

In the reflective process, there must be a room for \_\_\_\_\_. Failure

Which of the following is the most important question a reflective practitioner can ask in the final step of Hegarty's framework for reflection? What did you learn?

According to Mezirow, loss of job, divorce, marriage, back to school or moving to a new culture; all called as \_\_\_\_\_. Disorienting dilemma

Planning and leading is the part of professional \_\_\_\_\_. Skill and Application

Which category best describes the concerns related to confidentiality, rights to privacy, informed consent? Ethical

Framework for Reflection on action has all phases EXCEPT \_\_\_\_\_. Critical

The process of concept formation has \_\_\_\_\_ significant phases: Three

The ultimate goal of the Johari Window is to enlarge the open area.

The most complex part of reflective writing is \_\_\_\_\_. Interpretation

At non-reflective action level, a reflective practitioner Explores new approaches to think differently



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EDU406 Q#2

1. The Reflective Practitioner must \_\_\_\_\_.
  - Manage workloads as part of their role in planning and leading the profession
  - Ensure a suitable work-life balance
  - Both 'a' and 'b'
  - None of the above
2. Reflection is NOT \_\_\_\_\_.
  - A simple 'tick box' activity
  - A routine activity for a teacher
  - Both 'a' and 'b'
  - None of the above
3. Deductive learning is \_\_\_\_\_.
  - From general to specific
  - Rule base
  - From unknown to known
  - All the above
5. The Reflective Practitioner has adapted \_\_\_\_\_.
  - Ways of knowing
  - Patterns of reasoning
  - Both 'a' and 'b'
  - None of the above
6. Reflective writing focuses \_\_\_\_\_.
  - On all aspects of an experience
  - Critical incidences
  - Specific details within an experience
  - Ideas, concepts and opinions
7. The Reflective Practitioner is concerned with \_\_\_\_\_.
  - Using a wider range of experiences and research to underpin the approach to teaching
  - Using a wider range of pedagogies as a means to realize excellence in teaching
  - Both 'a' and 'b'
  - None of the above
8. Working inductively means to \_\_\_\_\_.
  - Identify a goal and explore strategies to achieve it
  - Plan a programme of discussion and observation to improve
  - Reflect in an exploratory and trial-and-error fashion
  - None of the above
9. By having an open-minded attitude, the Reflective Practitioner is \_\_\_\_\_.
  - More reflective
  - Adaptable to changing conditions
  - Able to review experiences critically
  - Is open to many new ideas
3. Reflection can be negatively influenced by \_\_\_\_\_.
  - A lack of objectivity
  - The Reflective Practitioner ignoring the truth
  - None of the above
  - Both 'a' and 'b'
4. The Professional Development Journal is \_\_\_\_\_.

- A personal diary
  - An on-going discourse
  - A subjective dialogue
  - A list of critical incidents
- 5: We understand frames through the use of \_\_\_\_\_.  
 ▪ Metaphors providing explain them  
 ▪ Metaphors to clarify them  
 ▪ Metaphors to communicate logic  
 ▪ None of the above
- 6 The Reflective Practitioner has adapted \_\_\_\_\_.  
 ▪ Ways of knowing  
 ▪ Patterns of reasoning  
 ▪ Both 'a' and 'b'  
 ▪ None of the above
- 7: The study of parts of the community fall in \_\_\_\_\_.  
 ▪ Evaluation  
 ▪ Synthesis  
 ▪ Analysis  
 ▪ Knowledge
- 8: Concept-based learning means the Reflective Practitioner \_\_\_\_\_.  
 ▪ Transfers learning to new concepts easily  
 ▪ Makes meaning and process information more deeply  
 ▪ Has a more thorough working knowledge of theories-in-use  
 ▪ Works with deeper levels of conceptual understanding
- 9: Being committed to the profession means \_\_\_\_\_.  
 ▪ Being responsible for continuing professional development  
 ▪ Being responsible for managing change  
 ▪ Being responsible for changing policy and practice  
 ▪ None of the above
- 10: Concepts determine \_\_\_\_\_.  
 ▪ How a Reflective Practitioner's perceptions are explained  
 ▪ How a Reflective Practitioner's beliefs are explained  
 ▪ The frames for perception  
 ▪ The ways a Reflective Practitioner explains experience
- 1: A Reflective Practitioner is able to \_\_\_\_\_.  
 ▪ Question assumptions and values  
 ▪ Think 'outside the box'  
 ▪ Question other people's assumptions  
 ▪ All of the above
- 2: We develop theories-in-use as Reflective Practitioners to \_\_\_\_\_.  
 ▪ Understand theories as we apply them  
 ▪ Predict what will happen when we apply theory to practice  
 ▪ Explain situations  
 ▪ Generate schemas for translating theory into practice
- 4: Effective writing in a Professional Development Journal \_\_\_\_\_.  
 ▪ May include diagrams and drawings  
 ▪ Is short and precise  
 ▪ Both 'a' and 'b'

- None of the above

5: Exploring practice using inductive action planning requires \_\_\_\_\_.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is \_\_\_\_\_.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to \_\_\_\_\_.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with \_\_\_\_\_.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing \_\_\_\_\_.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:

According to Stephen Brook, reflective is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:

Which of the following is NOT a 'best' ? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice?  
Pg.294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as \_\_\_\_\_.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

Question 9:

‘Looking out’ is a combination of \_\_\_\_\_.

- A range of viewpoints about experiences
- Looking around’ and ‘looking back’
- Perspectives which direct the focus of attention
- None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher’s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher’s professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does ‘a lack of conceptual clarity’ mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students’ perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of ‘warm’ feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as \_\_\_\_\_

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4:

Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

5:

Re-theorising is the means by which Reflective Practitioners \_\_\_\_\_.

Select correct option:

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

6:

Critical thinking is \_\_\_\_\_.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of \_\_\_\_\_.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases

- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is \_\_\_\_\_.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we \_\_\_\_\_.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves \_\_\_\_\_.

Select correct option:

- Changing personal assumptions (thinking deferentially
- Changing personal approaches changing rule pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

### Quiz no 1

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates\_\_\_\_\_ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
- 7.



describes a regular learning network. A learning “hub” which challenge practice and policy

8. According to Moon. What are the key aspects of reflective practice? **Aims to understand complexity**

9.reflection is a form of .....**Mental**.....processing that we use to fulfill purpose or achieved anticipated outcome.

**10.**

1.What is the name of Competences that Characterize the Critical Thinker? Clarification

2. The reflective practitioner relies on \_\_\_\_\_.Synergistic thinking

3. Which of the following NOT involves internal commitment to discovery \_\_\_\_\_.Knowing what you have learned or what you want to learn from practice and experience needs some planning

4. What is the benefit of Benefits of concept-based teaching and learning\_\_\_\_\_

.A teacher who questions, investigates, explores and discovers

5. Epistemic stances \_\_\_\_\_.Traditional knowing

6. \_\_\_\_\_ is a process by which the reflective practitioner learns how to organize information in logical mental structures. Conceptual learning

7. Absolute knowing’ is a process of \_\_\_\_\_.Learning from others

8.Identifying opportunities for you to discuss, reinforce and develop your practice is about inductive action planning\_\_\_\_\_ \_Inductive action plan

9. How many types of frames are\_\_\_\_\_.2

10. Reflecting on interpreting of both the learner’s experience and the phenomena being experienced so as to move beyond the partiality of previous understanding is \_\_\_\_\_.Hermeneutic Phenomenological analysis

Within a critical thinking framework, reasoning is conducted from..... a logicalframe work.

One part of learning from reflection relies teachers being open minded.These characteristics include all but.....

**Question # 2 of 10 ( Start time: 08:59:37 PM, 07 December 2016 )**

Benjamin Bloom major work in is \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Affective
<input type="radio"/>	Management
<input type="radio"/>	Cognitive
<input type="radio"/>	Psychomotor

**Question # 3 of 10 ( Start time: 09:01:03 PM, 07 December 2016 )**

We can make theory-in-use visible by \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Construct someone's theory in-use from observations of behavior□
<input type="radio"/>	Clues for discovering the Theory-In-Use
<input type="radio"/>	Developing ideas
<input type="radio"/>	Exploring concepts

**Question # 4 of 10 ( Start time: 09:02:26 PM, 07 December 2016 )**

A 'problem statement' \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Is not too specific
<input type="radio"/>	Finds solutions to problems
<input type="radio"/>	Does not find solutions to problems
<input type="radio"/>	Is not too general

**EDU406:Quiz No. 2**

**Question # 5 of 10 ( Start time: 09:03:52 PM, 07 December 2020)**

Professional knowledge relates to \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Subject knowledge
<input type="radio"/>	Communication skills
<input type="radio"/>	Social interaction
<input type="radio"/>	All of the above

**Question # 6 of 10 ( Start time: 09:04:29 PM, 07 December 2016 )**

The benefits of concept-based learning \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Depend on the experience of the Reflective Practitioner
<input type="radio"/>	Depend on the intellectual level of thinking of the Reflective Practitioner
<input type="radio"/>	Depend on the emotional engagement of the Reflective Practitioner
<input type="radio"/>	Depend on the psychological engagement of the Reflective Practitioner

**Question # 8 of 10 ( Start time: 09:06:47 PM, 07 December 2016 )**

The Reflective Practitioner uses 3-Dimensional instruction to \_\_\_\_\_.

Select correct option

<input type="radio"/>	Develop skills for concept-based teaching
<input type="radio"/>	Develop understanding of connection between topics/ subjects
<input type="radio"/>	Build use multiple intelligences in their teaching
<input type="radio"/>	All of the above

**Question # 7 of 10 ( Start time: 09:05:46 PM, 07 December 2016 )**

The Reflective Practitioner is concerned with \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Using a wider range of experiences and research to underpin the approach to teaching
<input type="radio"/>	Using a wider range of pedagogies as a means to realize excellence in teaching
<input type="radio"/>	Both 'a' and 'b'
<input type="radio"/>	None of the above



**Question # 1 of 10 ( Start time: 08:58:15 PM, 07 December 2016 )**

Critically reflective teaching is \_\_\_\_\_.

**Select correct option**

<input type="radio"/>	Responsible for highly effective pedagogies
<input type="radio"/>	Responsive and adaptable to meet learners' needs
<input type="radio"/>	A social process involving family and community
<input type="radio"/>	All of the above

Which of the following is considered a valuable outcome of work-based learning? **Self-directed learning**

The pastoral role of teacher is intended to provide students: **care and attention**

What is norming stage in team development? **People take on their roles efficiently**

‘Does this all make sense together?’ This question belongs to which type of Socratic questioning? **Logic**

Which of the following is the most important feature of work based learning? **How to learn**

Which of the following is a characteristic of self-regulated teacher? **Able to think about the way they are thinking**

In an organization, which of the following is the biggest barrier to reflective practice? **Lack of training**

How many levels of task interdependence in team organization? **3**

Which one of the following terms is used for memory improvement techniques and strategies? **Mnemonic**

1. Grounded theory can be described as ... \_\_\_\_\_ inductive theory 2. Vital for the teaching professional is \_\_\_\_\_ the ability to become adaptive 3. During evaluation theory and experience should be \_\_\_\_\_ Evaluated 4. Involved in reflection is \_\_\_\_\_ all of the above 5. How many domains of teaching identity \_\_\_\_\_ 3 6. Knowledge is only useful when it is \_\_\_\_\_ reflected upon 7. The benefits of peer mentoring include \_\_\_\_\_ all of the above 8. Goals should be \_\_\_\_\_ realistic 9. The most important feature of becoming a reflective practitioner is focus on \_\_\_\_\_ why to learn 10. Reflection investigates \_\_\_\_\_ Pedagogy and content 11. A team has \_\_\_\_\_ all of the above 12. Engaging is systematic reflective means making it an integral part of ... Practice \_\_\_\_\_ daily 13. Reflective practice is becoming more widely used supported by \_\_\_\_\_ new understandings about how people learn 14. The educational environment for the reflective practitioner comprise \_\_\_\_\_ team dynamic 15. Dewey explains that reflection should be \_\_\_\_\_ all of the above 16. The creation level of bloom's taxonomy relates to \_\_\_\_\_ both a and b 17. Reflection on antecedents \_\_\_\_\_ influences theory and antecedents 18. The process of becoming a reflective practitioner cannot be \_\_\_\_\_ prescribed 19. How many levels does blooms taxonomy has \_\_\_\_\_ six 20. The reflective practitioner uses dialogic reflection for \_\_\_\_\_ Identify the professional role 21. The supervisor \_\_\_\_\_ Investigates 22. The initial phases of Gibb's cycle can include description of \_\_\_\_\_ Own action 23. The dimensions of professionalism describe \_\_\_\_\_ the teacher career of other 24. Schon provides \_\_\_\_\_ A schema for improved ways of thinking 25. According to the boud model \_\_\_\_\_ Reflection occurs at both an emotional level an 26. Which of the following phase in 5D appreciative inquiry approach is sometimes referred to as \_\_\_\_\_

Design 27. Taking ..... time helps teachers to accept such feelings that are a natural part of the change

solitary 28. A key word which describes peer mentoring is

\_\_\_\_\_ Mutuality 29. John's model includes stages of

\_\_\_\_\_ all of the above 30. Reflective practice

provides \_\_\_\_\_ 31. There are .... Characteristics of

evaluation instrument \_\_\_\_\_ 32. The most important feature of work based

learning is the focus on \_\_\_\_\_ 33. We can reflect with students by

\_\_\_\_\_ 34. Which of the following is the sixth step involved in each \_\_\_\_\_

**406 BY SHOUKAT AAJIZ ON 26 MAY 2021**

Bloom's taxonomy of learning has \_\_\_\_\_ stages.

6

Mindfulness helps to have \_\_\_\_\_.

Awareness

Which one of the following proposed basic model on which dialogic reflection is based?

Brockbank & McGill (2000)

“Which step is based on judgments and on teacher’s opinion about things”.

Evaluation

What is to be gained from reflective practice?

Best practice

Processes in participatory reflection include all of the following EXCEPT \_\_\_\_\_.

Extending thinking

Reflexivity is a concept which is easily:

Communicated

It is very much about thinking back after the classroom teaching has happened.

Reflecting on practice

Which one of the following aspects of individuals are involved in dialogic reflection?

According to Donald Schon, action research is a relationship between \_\_\_\_\_ and change action.

Understanding

Which of the following assumptions does NOT underlie action research?

Who proposed a framework based on different kinds of critical thinking?

Maziro

Which one of the following is the name of the Schon's book (1983)?

The Reflective Practitioner

"Am I using the right strategies for teaching?" is an example of:

Academic reflection

Thinking is based on \_\_\_\_\_.

Assumptions

In Steven Brook field's model, self-lens referred to as:

According to Boud's model reflective practice is based on the -----

Observation

Open-mindedness, flexibility, truth-seeking, confidence are describing which of these terms?

Dispositions

According to the stage theory the one who is just starting is called which type of thinker?

Unreflective

What are the four components of Kolb's Reflective Cycle?

Abstract experience, reflective observation, abstract conceptualization and active experimentation

Bloom's model which guides the lowest level of reflection might use all the following except \_\_\_\_\_.

Was the lesson complete on time?

What is reflective practice?

Process to evaluate teaching

A common strand of reflecting-in-action and reflecting-on-practice is \_\_\_\_\_.

Examine our work

According to Sandwell, which one of the following is the result of giving too much emphasis on individual?

How many levels are in Bloom's taxonomy relation?

6

Taking the critical thinker another step further closer to the goal of higher order thinking is referred to \_\_\_\_\_.

Analysis

Which of the following is NOT one of the four steps in action research?

Developing a professional measurement instrument

Inference is defined as the ability to:

How many types of reflection for teachers have been proposed by Hatton and Smith (1995)?

THREE

Self-awareness is the part of

The move towards seeing teachers as reflective practitioners is a rejection of \_\_\_\_\_ view of teaching learning.

Top-down

Which one of the following reflection requires models or framework which provide a specific and structured approach?

Formal

Which one of the following repertoire of teaching is developed through reflection in the classroom?

Strategies

Experimentation is the \_\_\_\_\_ phase of Rodgers model.

Experimentation

Which one of these element encounter with the elements of step 3 in the model of Critical Thinking?

Practice before you assess

The second step in 5-step model of critical thinking is \_\_\_\_\_.

Develop appropriate questions

Which one of the following does not acknowledge the problematic nature of language and discourse within practice environment?

Schon

Monitoring and Evaluation of thinking is called as \_\_\_\_\_.

Metacognition

Critical thinking is a \_\_\_\_\_ process.

Cognitive

In which phase of Rodgers model (2002) the teacher can move backwards?

Presence in experience

In reflective practice, practitioners engage in a continuous cycle of self-observation and \_\_\_\_\_.

Self-evaluation

Reflective Practice is based on \_\_\_\_\_.

Action research

What is the correct sequence of Rodgers model (2002)?

Presence in Experience, Description of Experience, Analysis of experience, Experimentation

Which one of the following needed to be considered in reflective practice process?

Perfection

Failure

Diversity

Improvement

Which of the following is NOT a part of the phase 'look-out'?

Ethics

Double-Loop learning is

Instrumental

Reflexivity for teachers means NOT only engaging both in a personal reflection but also -----  
--.

Encourage wider discussions

Self-awareness is the part of

An Emancipator Phase

According to social constructivist model of learning, reflective practice is referred to  
\_\_\_\_\_process.

Thinking

To whom practionioner it is possible to frame Venn Diagrams as a tool for thinking about  
practice:

Reflective

What is the meaning of “Knowing that” in Schon’s model of reflective practice?

Make sense of and use theories

All are the areas of concern for reflective practice EXCEPT \_\_\_\_\_.

Creative

What was the main concern of Schon?

Development of teachers

Which phase is about examining and developing a genuine understanding?

Descriptive Phase

In which phase of Gibbs Reflective Cycle (1988) teachers make a judgment for themselves about  
the teaching in the classroom?

Evaluation



Prepared by Muhammad Javed

# EDU 406 Quiz 3

Roll NO.  
BC190401700

Email  
[dj211rb@gmail.com](mailto:dj211rb@gmail.com)

Question # 9 of 10 ( Start time: 08:05:54 PM, 05 February 2020 )

Total Mark

Which of the following are the primary processes of Socratic Method\_\_\_\_\_.

Select the correct option

☐

Restricted

☐

Constructive

☐

Developmental

☐

Professional

Click to Save Answer & Move to Next Question

Question # 1 of 10 ( Start time: 08:12:08 PM, 05 February 2020 )

Total Marks: 1

Force the reflective practitioner to consider data and information over time to see that information is consistent , relates to\_\_\_\_\_.

Select the correct option

- |                       |                          |
|-----------------------|--------------------------|
| <input type="radio"/> | Questions of Relevance   |
| <input type="radio"/> | Questions of consistency |
| <input type="radio"/> | Questions of Precision   |
| <input type="radio"/> | Questions of Logic       |

Click to Save Answer & Move to Next Question

Question # 10 of 10 ( Start time: 08:07:15 PM, 05 February 2020 )

Total Marks: 1

The biggest challenge of work based learning are\_\_\_\_\_.

Select the correct option

- |                                  |                     |
|----------------------------------|---------------------|
| <input type="radio"/>            | Teacher training    |
| <input type="radio"/>            | Professional Growth |
| <input type="radio"/>            | Time Management     |
| <input checked="" type="radio"/> | Communication Gap   |

Click to Save Answer & Move to Next Question

Question # 2 of 10 ( Start time: 08:13:23 PM, 05 February 2020 )

Total Marks: 1

The reflective practitioner needs to engage with one key understanding and that is\_\_\_\_\_.

Select the correct option

- |                       |                 |
|-----------------------|-----------------|
| <input type="radio"/> | Confidence      |
| <input type="radio"/> | Development     |
| <input type="radio"/> | Growth          |
| <input type="radio"/> | Professionalism |
- 

Click to Save Answer & Move to Next Question

Question # 6 of 10 ( Start time: 08:16:34 PM, 05 February 2020 )

Total Marks: 1

How many steps in Socratic questioning are\_\_\_\_\_.

Select the correct option



2



4



6



8



[Click to Go to next Question](#)

Question # 5 of 10 ( Start time: 08:15:40 PM, 05 February 2020 )

Total Marks:

A \_\_\_\_\_ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students.

Select the correct option

- |                                  |             |
|----------------------------------|-------------|
| <input type="radio"/>            | Teacher     |
| <input type="radio"/>            | Principal   |
| <input checked="" type="radio"/> | Mentor      |
| <input type="radio"/>            | Stakeholder |

Click to Save Answer & Move to Next Question

Question # 3 of 10 ( Start time: 08:14:15 PM, 05 February 2020 )

Total Marks: 1

The question that reflective practitioner can ask at this \_\_\_\_\_ of Socratic method is What do you already think at this point.

Select the correct option

<input checked="" type="radio"/>	Eliciting
<input type="radio"/>	Clarify
<input type="radio"/>	Test
<input type="radio"/>	Decide

[Click to Save Answer & Move to Next Question](#)



Question # 9 of 10 ( Start time: 08:17:34 PM, 05 February 2020 )

Total Marks: 1

The pastoral role of teacher is intended to provide students

Select the correct option

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="radio"/>            | academic learning                |
| <input type="radio"/>            | good or bad experiences          |
| <input checked="" type="radio"/> | care and attention               |
| <input type="radio"/>            | a set of skills to be successful |

Click to Save Answer & Move to Next Question

Which one of the following is not related to work based learning\_\_\_\_\_.

Select the correct option

<input type="radio"/>	CPD
<input type="radio"/>	work related learning
<input type="radio"/>	professional development
<input checked="" type="radio"/>	Professional Failure

Click to Save Answer & Move to Next Question

### EDU406:Quiz No. 3

Question # 3 of 10 ( **Start time: 09:06:44 PM, 05 February 2020** )

SMARTER goals are

Select the correct option

- |                                  |   |
|----------------------------------|---|
| <input type="radio"/>            | specific, measurable, reliable, time, energizing and relevant         |
| <input checked="" type="radio"/> | specific, measurable, realistic, timed, energizing and relevant       |
| <input type="radio"/>            | specific, quantifiable, realistic, timetabled, energizing and related |
| <input type="radio"/>            | specific, measurable, representative, timed, energizing and relevant  |

21:02  

   85% 

## ← Socratic questioning 1 of 4 < >

the elements of reasoning in a disciplined and self-assessing way, and the logical relationships that result from such disciplined thought, prepare us for **Socratic questioning**.

The six steps in **Socratic Questioning** are:

- Which topic to choose to question
- What examples can we find to help us explore the experience?
- Which example suits the topic best?
- Can you explain the examples in detail? (Can be in verbal or written form)
- Examining the underlying principles
- How to make broad understanding from a specific question? This is also known as regressive abstraction.

It is useful for the reflective practitioner to see that the Socratic Method continuously relies on questioning and answering back and forth and through question and answer; the reflective practitioner will begin to understand and interpret situations and experiences very deeply.



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Democratic

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Socrates



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10:23

68

Quiz  
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BC190413714: FATIMA SHABBIR

Time Left 16 sec(s)

EDU406 Quiz No. 3

Quiz Start Time: 10:20 AM, 05 February 2020

Question # 7 of 10 ( Start time: 10:22:03 AM, 05 February 2020 )

Total Marks: 1

Reflecting with colleagues is very important because

Select the correct option

- ☒ It help us in professional growth
- ☐ Motivate us
- ☐ Focus on our training
- ☐ helps us integrate in school and feel valued with other professionals



Click to Save Answer & Move to Next Question



EDU406:Quiz No. 3

Question # 7 of 10 ( Start time: 09:09:58 PM, 05 February 2020 )

Ghayle's process of development is divided into

Select the correct option

- |                                  |             |
|----------------------------------|-------------|
| <input type="radio"/>            | four parts  |
| <input type="radio"/>            | five parts  |
| <input checked="" type="radio"/> | three parts |
| <input type="radio"/>            | two parts   |



DOLBY HOME THEATER

EDU406 quiz 3  
Prepared by Muhammad Javed

LMS-Virtual University of Pakistan x

Quiz x

(1) WhatsApp x

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BC190401700: MUHAMMAD JAVED

EDU406:Quiz No. 3




Question # 10 of 10 ( Start time: 10:48:36 AM, 06 February 2020 )

Can you form a new proposition given what you have just learned? This question is related to the stage\_\_\_\_\_

Select the correct option

<input checked="" type="radio"/>	Eliciting
<input type="radio"/>	Clarify
<input type="radio"/>	Test
<input type="radio"/>	Decide

Click to S





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BC190405468: MUHAMMAD ADNAN AMEER

Time Left 84 sec(s)

EDU406:Quiz No. 3

Quiz Start Time: 10:51 AM, 06 February 2020

Question # 10 of 10 ( Start time: 10:59:08 AM, 06 February 2020 )

Total Marks: 1

*Change can also be \_\_\_\_\_ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective*

Select the correct option

<input type="radio"/>	<i>Descriptive</i>
<input type="radio"/>	<i>Continuous</i>
<input type="radio"/>	<i>Evaluative</i>
<input type="radio"/>	<i>Subjective</i>



EDU406 quiz 3  
Prepared by Muhammad Javed

EDU406 Quiz No. 3

Question # 8 of 10 ( Start time: 11:12:53 AM, 06 February 2020 )

Questions of assumption force the reflective practitioner to

Select the correct option

- ☐ interpret the information.
- ☒ understand and reflect on information.
- ☐ follow where information is leading to
- ☐ evaluate and test for truth

EDU406 quiz 3  
Prepared by Muhammad Javed

EDU406 Quiz No. 3

Question # 10 of 10 ( Start time: 11:21:14 AM, 05 February 2020 )

Fairness in terms of professionalism mean:

Select the correct option:

- ☐ supporting all students regardless of their problems
- ☐ supporting above average students
- ☐ supporting below average students
- ☒ none of the above

EDU406:Quiz No. 3

Question # 2 of 10 ( Start time: 08:01:08 AM, 05 February 2020 )

How many continuums of work based learn

Select the correct option

- |                                  |   |
|----------------------------------|---|
| <input checked="" type="radio"/> | 2 |
| <input type="radio"/>            | 4 |
| <input type="radio"/>            | 6 |
| <input type="radio"/>            | 8 |

10:21

68

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BC190413714: FATIMA SHABBIR

Time Left 78 sec(s)

EDU406 Quiz No. 3

Quiz Start Time: 10:20 AM, 05 February 2020

Question # 5 of 10 ( Start time: 10:21:38 AM, 05 February 2020 )

Total Marks: 1

The pastoral role of teacher is intended to provide students

Select the correct option

- ☐ academic learning
- ☐ good or bad experiences
- ☒ care and attention
- ☐ a set of skills to be successful

A useful strategy for developing teacher identity through reflective practice is the Socratic Method. Socrates developed this approach to questioning reality based on a thorough understanding of skills for questioning and cross examining evidence in order to arrive at the truth of a situation and a reflective practitioner can use this approach to the reflective approach. It is a process of developing thinking skills and the ability to reason deeply and thoroughly. The focus is on giving students questions, not answers. It is an effective thinking tool and helps promote an inquiring, probing mind by continually probing into the subject with questions. Fortunately, the abilities we gain by focusing on the elements of reasoning in a disciplined and self-assessing way, and the logical relationships that result from such disciplined thought, prepare us for Socratic questioning.

The six steps in Socratic Questioning are:

- Which topic to choose to question
- What examples can we find to help us explore the experience?
- Which example suits the topic best?
- Can you explain the examples in detail? (Can be in verbal or written form)
- Examining the underlying principles
- How to make broad understanding from a specific question? This is also known as regressive abstraction.

It is useful for the reflective practitioner to see that the Socratic Method continuously relies on questioning and answering back and forth and through question and answer the reflective practitioner will begin to understand and interpret situations and

Do remember, a teacher is going to integrate the lessons with child's interest. It is not a subject specified integration but it is integration of teaching content with child's interest.

### **Form 3 – Networked integration:**

- The network methodology is totally student-centered. It professes that only the learner can direct the integration process. The methodology professes that the learner knows their topic and can self-direct their focus on the necessary resources both within and across subject areas.
- Networked are created between the learners.

Form 3 focuses on the integration of subject knowledge or content with children's interest.



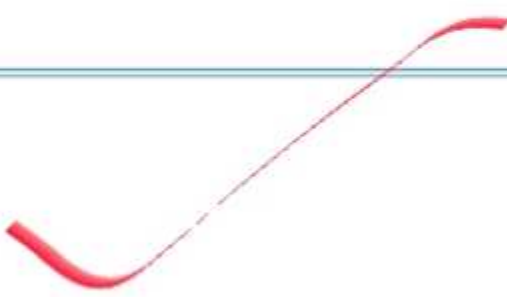
EDU406:Quiz No. 3

Question # 7 of 10 ( **Start time: 08:02:30 AM, 05 February 2020** )

\_\_\_\_types of questions are often used to de  
lower to higher order

Select the correct option

<input type="radio"/>	One
<input type="radio"/>	Two
<input checked="" type="radio"/>	Three
<input type="radio"/>	Four



Question # 8 of 10 ( Start time: 08:03:22 AM, 05 February 2020 )

Within the domain there are\_\_\_\_\_ proficiency  
reflective practitioner can focus on.

Select the correct option

- |                                  |   |
|----------------------------------|---|
| <input type="radio"/>            | 1 |
| <input type="radio"/>            | 2 |
| <input checked="" type="radio"/> | 3 |
| <input type="radio"/>            | 4 |



EDU406:Quiz No. 3

Question # 5 of 10 ( Start time: 08:02:10 AM, 05 February 2020 )

The teacher competency model enable teach

Select the correct option



their professional growth



their competencies



their identity



life long learning

EDU406:Quiz No. 3

Question # 2 of 10 ( Start time: 08:01:08 AM, 05 February 2020 )

How many continuums of work based learn

Select the correct option

- |                                  |   |  |
|----------------------------------|---|--|
| <input checked="" type="radio"/> | 2 |  |
| <input type="radio"/>            | 4 |  |
| <input type="radio"/>            | 6 |  |
| <input type="radio"/>            | 8 |  |

4:15 4G 0.70 KB/S

66



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6



BC190406037: MUHAMMAD ZAHID

Time Left 77 sec(s)

EDU406 Quiz No. 3

Quiz Start Time: 04:14 PM, 05 February 2020

Question # 4 of 10 ( Start time: 04:15:46 PM, 05 February 2020 )

Total Marks: 1

Questions of Assumption is\_\_\_\_\_.

Select the correct option

- ☐ force us to look at our sources of information as well as the quality of our information
- ☐ reflective practitioner needs to follow where information is leading and begin to predict outcomes and conclusions from the information.
- ☒ force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we have which are affecting the information
- ☐ force us to define our task.

100% Correct Answer

4:20 4G 0.04 KB/S

65



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6



BC190406037: MUHAMMAD ZAHID

Time Left: 80 sec(s)

EDU406 Quiz No. 3

Quiz Start Time: 04:14 PM, 05 February 2020

Question # 10 of 10 ( Start time: 04:20:38 PM, 05 February 2020 )

Total Marks: 1



The four steps in Socratic Method are


Select the correct option



- |                                  |   |  |
|----------------------------------|---|--|
| <input checked="" type="radio"/> | eliciting, clarifying, testing, deciding        |  |
| <input type="radio"/>            | questioning, thinking, deciding, thinking       |  |
| <input type="radio"/>            | clarifying, understanding, eliciting, deciding  |  |
| <input type="radio"/>            | deciding, understanding, questioning, eliciting |  |




Click to Save Answer & Move to Next Question

10:23



 68

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BC190413714: FATIMA SHAZBIB

Time Left: 16 mins

EDU406 Quiz No. 3

Quiz Start Time: 10:20 AM, 05 February 2020

Question # 7 of 10 ( Start time: 10:22:03 AM, 05 February 2020 )

Total Marks: 1

Reflecting with colleagues is very important because

Select the correct option

☒

It help us in professional growth

☐


Motivate us


☐

Focus on our training

☐

helps us integrate in school and feel valued with other professionals





Click to Save Answer & Move to Next Question



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5



BC190400823: IJAZ AHMAD

Time Left 90 sec(s)

EDU406:Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 1 of 10 ( Start time: 07:42:16 PM, 05 February 2020 )

Total Marks: 1

The most important feature of becoming a reflective practitioner is the focus on

Select the correct option

- ☐ why to learn
- ☐ where to learn
- ☐ when to learn
- ☒ how to learn



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5



BC190400823: IJAZ AHMAD

Time Left 89 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 3 of 10 ( Start time: 07:43:49 PM, 05 February 2020 )

Total Marks: 1

What type of skill reflective practitioner needs to develop\_\_\_\_\_.

Select the correct option

- |                       |             |
|-----------------------|-------------|
| <input type="radio"/> | Energetic   |
| <input type="radio"/> | Flexible    |
| <input type="radio"/> | Hardworking |
| <input type="radio"/> | Confident   |



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5



BC190400823: IJAZ AHMAD

Time Left 85 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 4 of 10 ( Start time: 07:44:30 PM, 05 February 2020 )

Total Marks: 1

Which one of the following is the lower level of blooms taxonomy\_\_\_\_\_.

Select the correct option

- |                                  |             |
|----------------------------------|-------------|
| <input checked="" type="radio"/> | Application |
| <input type="radio"/>            | Analysis    |
| <input type="radio"/>            | Synthesis   |
| <input type="radio"/>            | Evaluation  |





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5



BC190400823: IJAZ AHMAD

Time Left 89 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 5 of 10 ( Start time: 07:45:12 PM, 05 February 2020 )

Total Marks: 1

Ghayle's process of development is divided into

Select the correct option



four parts



five parts



three parts



two parts





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5



BC190400823: IJAZ AHMAD

Time Left 89 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 6 of 10 ( Start time: 07:45:58 PM, 05 February 2020 )

Total Marks: 1

There are \_\_\_\_ characteristics of high performing schools

Select the correct option

<input type="radio"/>	3
<input type="radio"/>	6
<input type="radio"/>	9
<input type="radio"/>	12

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5



BC190400823: IJAZ AHMAD

Time Left 89 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 7 of 10 ( Start time: 07:47:06 PM, 05 February 2020 )

Total Marks: 1

Learning from day to day chaos means

Select the correct option



learning from others



learning throughout the year



learning alone



learning from day to day experience



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5



BC190400823: IJAZ AHMAD

Time Left 88 sec(s)

EDU406: Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 8 of 10 ( Start time: 07:47:48 PM, 05 February 2020 )

Total Marks: 1

An objective is a clearly defined target that has the following characteristics

Select the correct option

- ☐ specific and measurable
- ☐ reliable and relevant
- ☐ specific and timed
- ☒ all of the above



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5



BC190400823: IJAZ AHMAD

Time Left 89 sec(s)

EDU406:Quiz No. 3

Quiz Start Time: 07:42 PM, 05 February 2020

Question # 10 of 10 ( Start time: 07:49:19 PM, 05 February 2020 )

Total Marks: 1

High performing schools have

Select the correct option

- ☐ six characteristics
- ☒ nine characteristics
- ☐ four characteristics
- ☐ ten characteristics

Ufone  
Telenor



8:01 pm



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13



BC190406639: NOOR UL AIN ZAHRA

Time Left 80 sec(s)

EDU406:Quiz No. 3

Quiz Start Time: 08:01 PM, 05 February 2020

Question # 1 of 10 ( Start time: 08:01:25 PM, 05 February 2020 )

Total Marks: 1

A Mnemonic is

Select the correct option



a thinking technique



a remembering technique



a reflecting technique



a learning technique



Click to Save Answer & Move to Next Question

Ufone  
Telenor



8:02pm



quiz.vu.edu.pk/QuizQue

13



BC190406639: NOOR UL AIN ZAHRA

Time Left 76 sec(s)

EDU406:Quiz No. 3

Quiz Start Time: 08:01 PM, 05 February 2020

Question # 2 of 10 ( Start time: 08:02:25 PM, 05 February 2020 )

Total Marks: 1

How many domains of teacher identity\_\_\_\_\_.

Select the correct option

- |                                  |   |
|----------------------------------|---|
| <input type="radio"/>            | 1 |
| <input type="radio"/>            | 2 |
| <input checked="" type="radio"/> | 3 |
| <input type="radio"/>            | 4 |

Click to Save Answer & Move to Next Question

The lowest level of cognitive domain in Bloom's Taxonomy is

Select the correct option

- |                                  |            |
|----------------------------------|------------|
| <input type="radio"/>            | reflection |
| <input type="radio"/>            | synthesis  |
| <input checked="" type="radio"/> | knowledge  |
| <input type="radio"/>            | analysis   |

Click to Save Answer & Move to Next Question



Question # 7 of 10 ( Start time: 08:04:31 PM, 05 February 2020 )

Total Marks

Teacher competency framework has \_\_\_\_components

Select the correct option



2



4



6



8



Click to Go to the End | Previous | Next Question