

M Tayyab

Edu 406 midterm past papers

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Inbox for WhatsApp group for assignments ,quizzes and past papers etc

Most repeated questions

1. Process of constructivism
2. Atkins model
3. Key features of reflective practice
4. Frames
5. Why dewey method is effective
6. Schon's model of reflection
7. Critical thinking
8. Constructive thinking
9. Bours model
10. Define knowing
11. What is independent knowing
12. Reflexivity in teaching
13. Why critical thinking is important in teaching.
14. Schon model of reflection.
15. Jhons model
16. Reflection on action process
17. Define reflective practice and conceptual learning.
18. Role of teacher in detail
19. Criticism:
20. Teacher as role model for personal reflection

Past papers

- o Rodgers model :5mrks

- o Characteristics of professionalism : 5 marks
- o Define reflective practitioner: 2 marks
- o Types of knowing : 2 marks
- o Reflective practice 2
- o Define knowing 2
- o What is independent knowing 3
- o Reflexivity in teaching 3
- o Formal reflection characteristics3
- o Process of constructivism 5
- o What is the role of teacher in classroom.
- o Define reflective practice..
- o Challenges are faces in reflective practice ...
- o Describe anlyze model.. McQ were from handouts

- o Rodgers model :5mrks
- o Characteristics of professionalism : 5 marks
- o Define reflective practitioner: 2 marks
- o Types of knowing : 2 marks

- o Define reflective practice and conceptual learning.
- o Role of teacher in detail
- o Criticism by aya tha
- o Teacher as role model for personal reflection
- o Function of teacher (3 marks)
- o 1. Atkins model
- o 2. Key features of reflective practice
- o 3. John model
- o 4. Conclude suggestions about reflective session
- o 5. Why professional knowledge known as theoretical knowledge?
- o 6. Five examples of critical reflective practice in class
- o 7. Reflective learning practice
- o 8. Constructivism

what is frame?

- 3 definitions of framing?
- action research 5no
- steps of critical thinking 5no
- relation between mentor and model 5no
- limitations and benefits of reflective practice
- technical - development
- why reflective practice is a tool for learning?
- what is work based learning?
- team working

Q1 schon view of reflection

- Q2- rodger model of reflection
- q3 Define AI
- Q4 DEFINE Situational learning
- q5 developmental supervision
- q6 define gibbs model
- q7 teacher role as professional with pupil
- q8 John 10C 5marks
- q9 differentiate between biology of learning and thought process 5 marks
- q10 Professional development plan 5 marks
- q11 Professional role 5marks
- q12 gibbs model explain long main bhi aiya 5marks
- q13 dewey view of reflection and learning

- 1.how SECI model can be usefull in creating knowledge? 5marks
- explain the guided reflection. 5m
- what Is john model: 2m
- what are frames? 2m
- features of the reflective writting ?3 marks

- Q-1 Schon model of reflection.?2 mrks
- Q-2 Define socialization?2 mrks
- Q-3 Criticism of student-centered approach?3 mrks(couldn't understand this quest)
- Q-4 Challenges of critical reflection?3 mrks
- Q-5 Brookfield model? 5 mrks
- Q-6 Key Features of Reflective Writing ? 5 mrks
- Q-7 Schema of theory and action? 5 mrks

John Model:

John Dewey, saw reflection as a further dimension of thought, and as such in need of education; —while We cannot learn or be taught to think, we do have to learn to think well, especially acquire the general Habit of reflection|| (Dewey, 1933). For Dewey, reflection is a rational and purposeful act, an —active, Persistent and careful consideration of any belief or supposed form of knowledge in the light of the Grounds that support it, and further conclusions to which it leads... it includes a conscious and voluntary Effort to establish belief upon a firm basis of evidence and rationality|| (Dewey, 1933).

Dual Journal:

There is some disagreement among expert teachers as to whether a teacher should always maintain a Neutral stance, particularly if the teacher is an active member of the group and decision-making is taking Place. A skilled teacher will calculate the potential impact of his or her interjections into the group and Determine if it will result in a misuse of power. Sometimes, a skilled teacher will

state that s/he wants to Suspend his or her role as teacher for the sake of making an opinion or perspective heard. These Instances should be handled with extreme caution and some forethought.

Professional Journal:

Around the world, great importance is placed upon teachers meeting a wide set of professional Commitments and obligations. In terms of the teacher's professional role, the focus is upon those values And practices which comprise 'professionalism' and 'being professional'. At the core of these terms is The belief that by putting into action what they imply, teachers can 'make a difference' – to pupils, their Learning and their sense of self and the world.

Importance of frame:

An essential element in reflective practice is an understanding of how frames affect professional Development. In the context of a development and professionalism, we create frames to help us Understand why and how we do what we do, what actions are important, why the parties act as they do, And how we should act in response. Frames act as sieves through which information is gathered and Analysed, positions are determined (including priorities, means, and solutions), and action plans developed. Depending on the context, frames may be used to conceptualise and interpret, or to manipulate and convince.

Factual knowledge:

Factual knowledge is important to conceptual thinking; a person can't generalize without a wealth of valid concrete data. An emphasis on conceptual learning in the reflection process will assume that the teacher will have a thorough grasp of the factual knowledge entailed by the subject matter. But factual information will be seen as a necessary means to a higher end, and not as an end in itself.

Atkins Model:

Murphy and Atkins' model can be seen to explicitly support the kind of deeper level reflection that the notions of reflective practice aspire to. This is not to say that the other models aren't useful, far from it, but that it is important to remain alert to the potential to provide superficial responses as the critical, questioning and challenging elements of critical reflection are not as explicit. Atkins and Murphy (1994) take the idea of Schon's reflection-in-action and reflectgion-on-action one step further and suggest that for reflection to make a real difference to practice we follow this with a commitment to action as a result. The problems with these views of reflection on action are that they do not take account of the importance of reflection before action.

Bloom's Taxonomy:

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain which emphasises intellectual outcomes. This domain is further divided into categories or levels.

The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher

levels. This breakdown provides a useful, incremental framework of complexity in demonstrating mastery of teaching skills.

Frames of Teaching:

- Identity Frames
- Characterization frames
- Power frames
- Conflict management or process frames
- Risk and information frames
- Loss versus gain frames

Benefits of reflective thinking:

. Reflective thinking takes time and requires one to engage in several different –phases|| or –aspects|| Of reflective thought:

1. Perplexity: responding to suggestions and ideas that appear when confronted with a problem.
2. Elaboration: referring to past experiences that are similar.
3. Hypotheses: developing several potential hypotheses.
4. Comparing hypotheses: finding some coherence within these hypotheses
5. Taking action: experiencing –mastery satisfaction, enjoyment|| when selecting and then acting

On these hypotheses (Dewey, 1933, pp. 106-115).

Dewey asserts that these are not steps but aspects of reflective activity. An individual may stop at some Point and find it necessary to go back and, for example, collect more experiences. A key point is that informed action follows this reflective thinking process and leads to more ideas and Therefore generates more experience on which to reflect.

Characteristics of professionalism:

The characteristics of professionalism include:

1. Professional education is essentially practical, whilst theorists may know something, Practitioners must do something. Professionalism needs therefore to be grounded in Professional practice itself. Theory is essential, but it is always in the service of practice. It is Practice that determines the value of any theory, rather than theory that determines the value Of any practice.
2. Professional learning is multifaceted knowledge and understanding of

practice are acquired in a variety of interactive ways within complex traditions and institutions. A practice is learned first and foremost by engaging in that practice: "learning by doing and making sense of what you did". Imitation, trial and error, apprenticeship, mentorship, classroom teaching, supervision, scholarship and research all play a part.

3. Professional education, like practice, is a moral endeavour because teachers serve students' interests having consequences that are open to debate as to ends and means. Professional education, like professional practice, is bound up in questions about what ought to be done as well as how to do it.
4. Professional educators as role models of personal reflection: Teachers working in the practice of their profession and in the education of the next generation of practitioners need to be self-critical, independent learners developing knowledge for themselves, as well as helping new teachers to do so.

How is knowledge for practice developed through reflective activities?

Becoming deeply reflective can be compared to becoming literate in a new language. Literacy, or meaning-making, in any language is achieved through listening, speaking, reading and writing. A language for individual practice can be honed by talking about your own practice and listening to other practitioners talking about their practice, in relationships like mentorship and supervision. Reading about other people's practice and research of practice, and writing about your own practice, are also part of the process.

Rodgers's Model:

Rodgers believes in the importance of the teacher setting the stage for a mindset of enquiry by posing the problems and giving assistance - making it possible to achieve discoveries independently. He likens the process to that used by scientists and historians, with the teachers seeking answers to real questions, discovering the pitfalls and joys involved. He points out that they would develop an appreciation of learning as a structured and cumulative search for answers. For Rodgers there are a number of useful approaches:

- Peer teaching
- Collaborative learning
- Self-assessment

Define Reflective practitioner:

A Reflective Practitioner is working in areas to develop skills and habits to be able to:

1. Identify strengths, deficiencies, and limits in one's knowledge and expertise;
2. Set learning and improvement goals;
3. Identify and perform appropriate learning activities;
4. Systematically analyse practice, using quality improvement methods, and

- implement changes with the goal of practice improvement;
5. Incorporate formative evaluation feedback into daily practice;
 6. Locate, appraise, and assimilate evidence from studies/theory related to their students' learning needs;
 7. Use information technology to optimise learning; and
 8. Participate in the education of colleagues and other professionals.

Types of Knowing

1. silenced/received knowing
2. subjective knowing
3. procedural knowing
4. constructed knowing

Define Reflective Practice and Conceptual learning:

Reflective Practice in Teaching: Reflective teaching means looking at what you do in the Classroom, thinking about why you do it, and thinking about if it works – a process of selfobservation and selfevaluation. By collecting information about what goes on in our classroom, And by analyzing and evaluating this information, we identify and explore our own practices and Underlying beliefs. This may then lead to changes and improvements in our teaching.

• Conceptual learning, or concept learning, is a learning method as well as a form of critical Thinking in which individuals master the ability to categorise and organise data by creating Mental logic-based structures. This process requires both knowledge construction and Acquisition because individuals first identify key attributes that would make certain subjects fall In the same category or concept. Knowledge construction is a constructive learning process in Which individuals use what is familiar or what they have experienced to understand another Subject matter, while knowledge acquisition is a learning process wherein a student acquires Knowledge from an acknowledged expert. Conceptual teaching is increasing in popularity, Especially when used for math and clinical subjects, but applying the method to explain more Complex concepts can be a struggle for many educators.

Role of Teacher in Detail:

Professional knowledge is vast in scope, begins with the pre-service aspect of a teacher preparation Program, and expands commensurately with experience. Examples of practical/experiential knowledge include an awareness of the climate, issues and politics that affect the role of teaching, a passion for Teaching, an ongoing curiosity about the world, the confidence to become a risk-taker and change agent, And a belief that all students can learn. The teacher as a lifelong learner is always extending Practical/experiential knowledge.

Criticisms:

Criticism is frequent, frank, and relatively comfortable

- Lack of conceptual clarity
- Focus on Individual
- Discourses in practice
- Where is the 'Other'?

Teacher as role model for personal reflection:

Professional educators as role models of personal reflection: Teachers working in the practice of their Profession and in the education of the next generation of practitioners need to be self-critical, Independent learners developing knowledge for themselves, as well as helping new teachers to do so. Reflective Practice in Teaching: Reflective teaching means looking at what you do in the Classroom, thinking about why you do it, and thinking about if it works – a process of selfobservation and selfevaluation. By collecting information about what goes on in our classroom, And by analyzing and evaluating this information, we identify and explore our own practices and Underlying beliefs. This may then lead to changes and improvements in our teaching Conceptual learning, or concept learning, is a learning method as well as a form of critical Thinking in which individuals master the ability to categorise and organise data by creating Mental logic-based structures. This process requires both knowledge construction and Acquisition because individuals first identify key attributes that would make certain subjects fall In the same category or concept. Knowledge construction is a constructive learning process in Which individuals use what is familiar or what they have experienced to understand another Subject matter, while knowledge acquisition is a learning process wherein a student acquires Knowledge from an acknowledged expert. Conceptual teaching is increasing in popularity, Especially when used for math and clinical subjects, but applying the method to explain more Complex concepts can be a struggle for many educators.

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Function of teacher:

Emphasise the function of teacher evaluation to seek out, document, and acknowledge the good Teaching that already exists. The teacher's bias may be factual, in which case the imparting and acquisition of information, or factual Knowledge, is paramount; or it may be conceptual, in which case the factual material is subordinate to, And serves, a general understanding of the larger patterns and relationships which define the subject Area.

Define Knowing:

Knowing content is important for a teacher; however, broadening the context and applicability of Content through integration of disciplines provides students with a richer academic experience. Knowing what types of frames are in use and how they are constructed allows one to draw conclusions About how they affect their development, and can be used to influence it

Reflexivity in teaching:

Reflexivity involves critical reflection but takes this process further to include an interrogation of the Taken-for-granted assumptions that teachers bring to their own practice. This holistic interpretation of reflective practice takes into account the role of reflexivity and criticality. The external factors that affect the ability of the teacher have a large part to play in the reflective Abilities of the teacher, and for this reason reflexivity is an important part of teaching.

Formal Reflection characteristics:

This is a more structured way of processing in order to deal with a problem. This type of reflection may Take place when we have had time to stand back from something, or talk it through with a colleague.

Process of constructivism:

Constructivism is a student-centered approach that places responsibility on students to take charge of Their learning experiences. As such, the reflective practitioner creates activities and assignments that Foster the creation of knowledge. They challenge themselves to produce reality based products such as Portfolios and journals

What is frame?

Differing conceptual frames held by individuals form the basis on which they act. Each individual has His/her own perception and understanding of their agenda, the relevance of various issues, their Priorities, and the opportunities and risks involved with different choices. This assemblage of factors can Be considered as

a set of lenses, or filters, through which the various parties view their situation, and is Called the frame or conceptual frame.

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Action research:

A succinct definition of action research is: —A disciplined process of inquiry conducted by and for those Taking the action. The primary reason for engaging in action research is to assist the —actor|| in Improving and/or refining his or her actions||.

Steps of critical thinking:

Critical thinking is the ability to think clearly and rationally. It includes the ability to engage in reflective And independent thinking. Someone with critical thinking skills is able to do the following :

- 1-Understand the logical connections between ideas
2. identify, construct and evaluate arguments
3. detect inconsistencies and common mistakes in reasoning
5. Solve problems systematically
6. Identify the relevance and importance of ideas
7. Reflect on the justification of one's own beliefs and values

Relation between mentor and model:

Effective mentoring has been found to have a range of benefits for teachers' professional learning and Can help teachers take control of their own professional development. For best results, mentoring Should tie colleagues teaching the same subject or age group and be removed from all formal Performance management systems in a school.

Limitations and benefits of reflective practice:

There are both benefits as well as limitations to reflective practice: Benefits to Reflective Practice

1. Increased learning from an experience or situation
2. Promotion of deep learning

3. Identification of personal and professional strengths and areas for improvement
4. Identification of educational needs
5. Acquisition of new knowledge and skills
6. Further understanding of own beliefs, attitudes and values
7. Encouragement of self-motivation and self-directed learning
8. Could act as a source of feedback
9. Possible improvements of personal and clinical confidence
10. Limitations of Reflective Practice
11. Not all practitioners may understand the reflective process
12. May feel uncomfortable challenging and evaluating own practice
13. Could be time consuming
14. May have confusion as to which situations/experiences to reflect upon
15. May not be adequate to resolve clinical problems.

Technical – development:

The interrelation of teacher motivation and school development/ change efforts has also been Addressed through the issue of staff development. Traditionally, staff development has meant Encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced Academic study; providing funding for conferences and workshops; and developing other training Opportunities, including inservice programmes/ in-house training. However, many leading school Reformers have called for new forms of professional development.

Why reflective practise is a tool for learning?

1. Reflection is the process that we consciously undertake to gain further understanding and add Meaning to our daily lives.
2. Reflection is associated with learning that has occurred through experience and is an activity That helps you make sense of and learn from situations.

3. Reflection therefore is a means of assisting us to think, to explore our thoughts and feelings and To work through an experience, in an attempt to gain new understandings, fresh insights and Self-awareness.
4. It is the active consideration of, and learning from our thoughts and actions, together with the Further use of these thoughts and actions as a means of developing reflective thinking.
5. The most important aspect of engaging in reflection for your ongoing personal and professional Learning is that you are able to demonstrate your progression towards achievement of Professional learning outcomes and standards of proficiency.
6. The process of reflective writing leads to more than just a gain in your knowledge; it should also Challenge the concepts and theories by which you make sense of knowledge. When you reflect On a situation, you do not simply see more, you see differently. This different way of viewing a Situation is reflected in statements about a commitment to action. Action is the final stage of Reflection.

What is work based learning?

Work-based (Practice-based) Learning Practice based learning and improvement requires the Reflective Practitioner to investigate and evaluate their work with students, appraise and assimilate empirical Evidence and theory, and to continuously improve teaching based on constant selfevaluation and lifelong learning. A Reflective Practitioner is working in areas to develop skills and habits to be able to:

1. Identify strengths, deficiencies, and limits in one's knowledge and expertise;
2. Set learning and improvement goals;
3. Identify and perform appropriate learning activities;
4. Systematically analyse practice, using quality improvement methods, and implement changes With the goal of practice improvement;
5. Incorporate formative evaluation feedback into daily practice;
6. Locate, appraise, and assimilate evidence from studies/theory related to their students' learning needs;
7. Use information technology to optimise learning; and Participate in the education of colleagues and other professionals. Team work inThe state where team members think together to achieve common goals. It builds on shared vision, adding the element of collaboration.

There are seven dimensions that characterise schools as learning organizations:

1. Environmental scanning refers to the activities of the school that contribute to broadening the scope of the information, policy, theory and practice that is brought to bear on the school's development and decision making processes.
2. Vision and goals refer to the recognition of and commitment to a coherent and an agreed upon sense of direction that is forged and re-forged to guide a school's everyday actions and decisions as well as shape long term planning.
3. Collaboration refers to the extent that there is a climate of openness and trust which promotes collaboration, cooperation, support and involvement in the functioning of the school.
4. Taking initiatives and risks refer to the extent that school staff are open to change and feel free to experiment and take professional risks toward personal and whole school improvement.
5. Review refers to the extent that programs and practices are reviewed, evaluated and actioned.

Schon view of reflection:

Schon, however, concentrated on the use of rational reflection within the understanding and development of professional practice. Schon argued that the application of theory within practice is driven by reflection, the use of such a process ultimately leading to a state of expertise. His goal was therefore to make the tacit knowledge which epitomizes expertise explicit so that it could be considered and improved, and that reflection-on-action, the retrospective analysis of experience, would drive that process. Interestingly, Schon also proposed a form of reflection-in-action, in which reflection is seen as part of active thought. He suggested that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice.

Rodger model of reflection:

Rodgers believes in the importance of the teacher setting the stage for a mindset of enquiry by posing the problems and giving assistance - making it possible to achieve discoveries independently. He likens the process to that used by scientists and historians, with the teachers seeking answers to real questions, discovering the pitfalls and joys involved. He points out that they would develop an appreciation of learning as a structured and cumulative search for answers. For Rodgers there are a number of useful approaches:

- Peer teaching
- Collaborative learning
- Self-assessment

Developmental supervision:

Glickman (1981) views educational supervision as a process for improving classroom and school Practices by working directly with teachers. His model of developmental supervision allows supervisors To identify their own beliefs about the supervisory process, and to determine the appropriate amount And sequence of direction needed to improve teaching and learning. He is clearly an advocate of the Belief that “no one approach works for all”.

Teacher role as professional with pupil:

Your professional role as a teacher will also encompass your contributions to extra-curricular activities, To whole-school initiatives and to the corporate life of a school The idea of living out the ethos of a Particular school, and helping to shape it, is at the heart of the rather special role of being a teacher.

Differentiate between biology of learning and thought process:

Learning is a process that has been occurring ever since the first formation of the brain cells during the Embryonic stage and will continue until death. Information is stored in various locations in the brain Which consists of a rather elaborate network of neurons that communicate with each other. This Network has been established through prior sensory, emotional, and intellectual experiences, even to The degree that we have learned which stimuli to perceive or ignore. Specific patterns have been Established and have even become somewhat hardwired

Professional development plan:

Learner outcomes are positively impacted by professionals who participate in quality professional Development. A Professional Development Plan prepares you to support quality and engage in training

That meets you unique needs.

A professional development plan is never complete. If you want to continue moving forward in your Career, you must continue growing your skills.

Professional role:

Around the world, great importance is placed upon teachers meeting a wide set of professional Commitments and obligations. In terms of the teacher's professional role, the focus is upon those values And practices which comprise ‘professionalism’ and ‘being professional’. At the core of these terms is The belief that by putting into action what they imply, teachers can ‘make a

difference' – to pupils, their Learning and their sense of self and the world.
Key features of reflective practice
Reflective writing is a way of processing your practice-based experience to produce learning. It has two

Key features:

- It integrates theory and practice.
 - It identifies the learning outcomes of your experience.
- Benefits of reflect practice in teach
Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and Thinking about if it works – a process of self-observation and selfevaluation. By collecting information About what goes on in our classroom, and by analyzing and evaluating this information, we identify and Explore our own practices and underlying beliefs. This may then lead to changes and improvements in Our teaching.
Reflective teaching is therefore a means of professional development which begins in our classroom.

1. Why it is important
2. Beginning the process of reflection
3. Teacher diary
4. Peer observation
5. Recording lessons
6. Student feedback
7. What to do next
8. Think
9. Talk
10. Read
11. Ask
12. Conclusion

Reppls model

A model perhaps more suited to the experienced practitioner is Race's updated 'ripples' model (2010).

This is based on the Vygotskian theory (1978) that the best way to learn is to

become actively involved in the activity and that the best teachers are those who facilitate children's learning, rather than trying to pour in the learning from the top. Race (2010) places 'learning by doing' at the centre of a pool of water and shows how the ripples fan out from the centre to encompass other types of learning and reflection.

PDP:

A PDP is not written in stone. It can—and should—be revised on a regular basis. Goals shift, people change, circumstances present new challenges and opportunities. As a growing professional, you have to remain flexible. The important thing is to simply start the process. Once you have a plan, it can be revised. Regular review is an essential component of any PDP so, as things change, you can make adjustments. A professional development plan is never complete.

Reflective practice

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other specific benefits noted in current literature include the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry, and respect for diversity in applying theory to classroom practice. Freidus (1997) describes a case study of one teacher/graduate student struggling to make sense of her beliefs and practices about what constitutes good teaching. Her initial pedagogy for teaching was based on the traditions and practices of direct teaching. Formal reflection characteristics This is a more structured way of processing in order to deal with a problem. This type of reflection may Take place when we have had time to stand back from something, or talk it through with a colleague.

Define intelligence

Intelligence is a complex topic. Howard Gardner, David Perkins, and Robert Sternberg have all been Quite successful in helping spread knowledge about the meaning of "intelligence" and applications of This knowledge to education. The study and measurement of intelligence has been an important Research topic for nearly 100 years. IQ is a complex concept, and researchers in this field argue with Each other about the various theories that have been developed. There is no clear agreement as to what Constitutes IQ or how to measure it. There is an extensive and continually growing collection of research Papers on the topic.

Dewey model

John Dewey, saw reflection as a further dimension of thought, and as such in need of education; —while We cannot learn or be taught to think, we do have to learn to think well, especially acquire the general Habit of reflection|| (Dewey, 1933). For Dewey, reflection is a rational and purposeful act, an —active, Persistent and careful consideration of any belief or supposed form of

knowledge in the light of the Grounds that support it, and further conclusions to which it leads... it includes a conscious and voluntary Effort to establish belief upon a firm basis of evidence and rationality|| (Dewey, 1933). Interestingly,

From a modern educational perspective, Dewey's reference to different forms of belief and knowledge May reveal his willingness to apply objective rationality to more affective and emotional concerns.

how critical reflective learning is nurtured

Critically reflective learning is nurtured by relationships between teacher and learner, learner and Learner and between both with the subject under study. Powell (2004) identified the optimal Relationship above, as mutual, open, challenging, contextually aware and characterised by dialogue. (Brockbank & McGill 1998)

johns model About critical reflection

Johns' model is based on five cue questions which enable the teacher to break down experience and Reflect on the process and outcomes. Essentially the cue questions are: Describe the experience and What were the significant factors; what was I trying to achieve and what are the consequences; what Things like internal/external/knowledge affected my decision-making; what other choices did I have and What were those consequences; what will I change because of this experience and how did I feel about The experience

Describe formation

Concepts are like mental representations that, in their simplest form, can be expressed by a single word, Such as plant or animal, alive or dead, table or chair, apple or orange (e.g. Carey 2000). Concepts may Also represent a set of ideas that can be described by a few words. Through the use of language Individual concepts can be connected to build more complex representational structures, like for Example —babies crawl|| or —birds fly||. At other times two concepts can be combined to form a third Representational structure.

.Critical question asked in Gibb's model.

Gibbs' reflective cycle encourages the teacher to think systematically about the phases of an experience Or activity, and provides headings to structure the teacher's reflection.