

**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 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**
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.