

Define Reflective writing? What is reflective writing – Topic 061

Reflective writing is evidence of reflective thinking eg.

Analyzing what happened (thinking in depth and from different perspectives)

How Dewey give development through reflective practitioner? – Topic 073

An analysis of Dewey's paradigm of reflective thought reveals that 3 attitudes are required in the process of reflective thinking. These are:

- Open- mindedness
- Responsibility
- Whole-Heartedness

Reframing: – Topic 058

Is a way of:

- improving our understanding of a situation
- solving conflicts and inventing new strategies
- Conceptual innovation enables you to rethink a whole group of situations
- It brings up a new set of possibilities

What are the types of thinking practice? On what basis reflective practice can occur through these types?

- Creative Thinking – fresh perspectives and ideas
- Lateral thinking – Systematically generate new ideas
- Critical Thinking – Thorough or exhaustive
- Logical Thinking – Progress of a thought in a linear way
- Parallel Thinking – Avoiding group conflict
- Structured Thinking – Another way of critical thinking

What is the key feature of reflective practice?

Calibre	<ul style="list-style-type: none"><li>to challenge assumptions of pedagogical practices, be current with estd principles of practice; refine craft</li></ul>
Discourse	<ul style="list-style-type: none"><li>cultivates professional confidence- articulate professional beliefs; learn from others</li></ul>
Knowledge Creation	<ul style="list-style-type: none"><li>think &amp; observe critically; frame &amp; challenge theories and models.</li></ul>

Types of Reflection (Hatton and Smith) –Topic 008

Technical rationality (behaviors and skills);

Reflection-on-action (involving descriptive reflection: description and justification; dialogic reflection: exploration; and critical reflection: multiple perspectives and factors

Reflection-in-action (thinking 'on your feet')

**What is the importance of critical incident analysis?**

**CIA helps teachers focus on the extent to which critical analysis is evident in their practice.**

**Socialization – Topic 142**

**Socialization is long life process by which children learn from their surroundings. (Parents, siblings, teachers etc), the reflective practitioner through dialogues and socialization begins to externalize the knowledge.**

**Bloom's Taxonomy**

**The cognitive domain comprises**

- ☐ **Knowledge**
- ☐ **Comprehension**
- ☐ **Application**
- ☐ **Analysis**
- ☐ **Synthesis**
- ☐ **Evaluation**

**Bloom taxonomy n critical thinking – Topic 049**

**The cognitive processes characterized as essential to higher-order thinking (that is analysis, synthesis and evaluation in the unrevised taxonomy) are integrative of the basic critical thinking concepts: assumption, fact, concept, value, conclusion, premise, evidence, relevance, irrelevance, consistency, inconsistency, implication, fallacy, argument, inference, opinion, bias, prejudice and hypothesis.**

**What are professional concerns of reflective practice?**

**Professional concerns come to the fore when reflective practice is done badly, ineffectively or inappropriately. In such cases, the point of RP is missed and its value goes unrecognized**

**What are the indicators of reflective practitioner? – Topic 078**

- ☐ **There are key learning and teaching practices which contribute to effective pedagogies**
- ☐ **These identify the key attributes of the effective reflective practitioner**
- ☐ **Intellectual quality**
- ☐ **Higher order thinking**
- ☐ **Deep understanding**
- ☐ **Substantial conversation**
- ☐ **Meta-language**

**Levels of Teacher Knowledge and Inquiry – Topic 145**

- ☐ **Knowledge for Practice**
- ☐ **Knowledge in Practice**
- ☐ **Knowledge of Practice**

**Explain Driscoll and Teh framework? – Topic 075**

**Driscoll and Teh (2001) provide a simple but very useful framework for reflection based on three questions:**

**What? Description of the event**

**So what? Analysis of the event**

**Now What? Proposed actions following the event**

### **Levels of reflective thought**

- ☐ **Three levels of reflective thought:**
- ☐ **Non-reflective action**
- ☐ **Reflective action**
- ☐ **Premise reflection**

### **Factors of brainstorming**

#### **Critical Brookfield note**

Brookfield (1995) suggests that we employ four “critical lenses” through which to view and reflect upon our practice. These are:

1. Our own view (autography)
2. That of our students:
3. That of our fellow professionals:
4. The various theoretical perspectives found in educational literature.

### **Community of practice**

“Communities of practice are groups of people who share information, insight, experience and tools about an area of common interest.” Communities of practice are useful for a teacher becoming a reflective practitioner.

### **Functions of mentors**

**Mentors who focus on professional aspects of teachers work**

**Mentors are competent teachers serving as models for the reflective practitioner**

### **Challenging of reflection**

- ☐ **This is the teacher being prepared to pose questions and propose unfamiliar or even uncomfortable ideas for making changes Contextualized Reflection**
- ☐ **This ensures that the reflection activities or topic are appropriate and meaningful in relation to the experiences of the teacher**

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

**Explain guidelines for practice development of teachers, school managers and curriculum developers?**

- **A community of practice can be described as a group of people who work together to achieve a common goal.**
- **The process of working together and sharing knowledge and resources can lead to an enriched learning experience as people are exposed to new ways of thinking and problem solving.**

### **What is institutional culture?**

**RP helps us to locate our teaching in the broader institutional and social context and to appreciate the many factors that influence student learning**

### **About the rights approach**

**This quick reference guide is intended to contribute to the efforts of health workers to effectively and meaningfully implement a human rights-based approach**

**3 attitudes are required in the process of reflective thinking**

**These are: Open- mindedness, Responsibility, Whole-Heartedness**

### **Enlist Geomorphology levels?**

**Geomorphology is the scientific study of the origin and evolution of topographic and ... Geologic processes include the uplift of mountain ranges, the growth of volcanoes, isostatic changes in land surface elevation**

### **Themes of reflective teaching**

**The concept of reflection has been used in teacher education we find four themes that undermine the potential for genuine teacher development:**

- (1) A focus on helping teachers to better replicate practices suggested by research conducted by others and a neglect of preparing teachers to exercise their judgment with regard to the use of these practices;**
- (2) A means-end thinking which limits the substance of teachers' reflections to technical questions of teaching techniques and ignores analysis of the ends toward which they are directed;**
- (3) An emphasis on facilitating teachers' reflections about their own teaching while ignoring the social and institutional context in which teaching takes place;**
- (4) An emphasis on helping teachers' to reflect individually. All of these things create a situation where there is merely the illusion of teacher development of teacher empowerment.**

### **Benefits of Greenaway's 3-Stage Model**

**Easy to apply**

**Being experiential it is grounded teachers everyday practice**

**Not time- consuming**

**Can be the foundation for more complex models**

**Can be easily applied to many aspects of the teacher's role in school**

### **Techniques of critical thinking**

**Clarify, Be accurate, Be precise, Be Relevant, Know your purpose, Identify assumptions, Check your emotion, Empathize, Know your own ignorance, Be independent, Think through implications, Suspend Judgment, Consider others Points of view, Recognize cultural assumption, Be fair, not selfish**

### **What is critical theory?**

**Critical theory provides a specific interpretation of Marxist philosophy and reinterprets some of its central economic and political notions such as commodification, reification, and critique of mass culture. Critical Theory had emphasized so far, more attention should be paid to the notion of conflict in society and among societal groups**

### **Assumption of constructivism**

#### **Constructivism Assumptions**

- It shares with social cognitive theory the assumption that persons, behaviors, and environments interact in reciprocal fashion. (Bandura, 1986, 1997)**
- A key assumption of constructivism is that people are active learners and develop knowledge for themselves (Geary, 1995).**

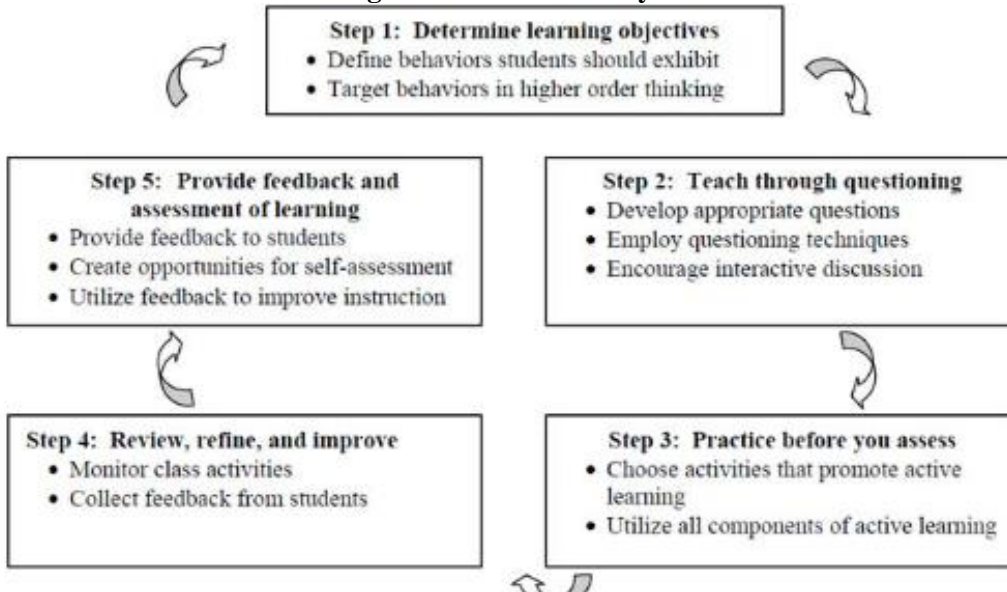
Explain Different development stages of comparative education?

## Comparative Education

Awolola (1986) identified eight approaches to the study of Comparative Education. They are:

- ▶ (a) Problem Approach or Thematic approach
- ▶ (b) Case study approach
- ▶ (c) Area study approach
- ▶ (d) Historical approach
- ▶ (e) Descriptive approach
- ▶ (f) Philosophical approach
- ▶ (g) International approach and
- ▶ (h) Castronomic approach

What are the model of thinking and reflection briefly describe



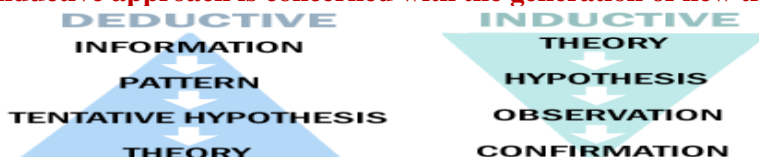
What are the levels of reflection which can take place during teaching?

- Level 1 – Description (essentially non-reflective)
- Level 2 – Descriptive Reflection (mostly only from one perspective)
- Level 3 – Dialogic Reflection (engages other perspectives)
- Level 4 – Critical Reflection (socio-political context is considered)

Define Deductive and inductive approach

**Deductive approach is aimed and testing theory.**

**Inductive approach is concerned with the generation of new theory emerging from the data**



**What is the reason to establish community practice in schools?**

- Provides a forum to explore and test ideas.
- Opportunity to generate new knowledge and practice.
- Is responsive to emerging issues and opportunities.

**What are the key features of becoming reflective practitioner?**

Reflective practitioners are interested in: • Analytical skills • Interpersonal skills • Self-development • Practitioners who can reflect on their performance • Reflective Practitioners can use SDL to develop both skills and attributes as learners which support lifelong development • The Reflective Practitioner who is a self-directed learner can participate fully and freely in the dialogue through which we test our interests and perspectives against those of others and accordingly modify them and our learning goals

The best reflective practitioners are constantly learning, evaluating and refining their practice, even after years of experience.

As reflective practitioners progress in their careers they will encourage different challenges and expectations. This means

- Their condition grows
- They learn from experience
- The reflective practitioner becomes a more sophisticated teacher.

**How teacher increase there knowledge and understanding as a profession**

**FOCUS ON SUBJECT MATTER AND STUDENT LEARNING**

**LINKING PROFESSIONAL LEARNING TO TEACHERS' REAL WORK**

**How Much Professional Development Is Enough, and How Well Is It Working.**

A safe and cooperative climate for learning

Support and training to promote continual professional learning

**What are the advantages of peers observation**

There are several benefits from using peer observation:

- Maintaining and enhancing teaching quality and therefore improving student learning experiences
- Developing self-awareness about a variety of instructional aspects
- Reflecting on various aspects of your teaching practice
- Recognizing and identifying good practice in others
- Identifying your own professional development needs
- Providing evidence of quality teaching practice for promotion applications
- Identifying and promoting good practice and innovation in teaching and learning
- Deepening understanding of the work of colleagues in and across teams, departments and faculties
- Networking with colleagues to discuss various learning and teaching issues
- Increasing the sense of collaboration and enhanced trust through allowing colleagues to observe and comment upon each other's teaching.

**Critical model according to Brookfield**

1. Our own view (autography)
2. That of our students:
3. That of our fellow professionals:
4. The various theoretical perspectives found in educational literature.

**Write a note on Mezirow's model of transformational learning**

A disorienting dilemma loss of job, divorce, marriage, back to school or moving to a new culture

Self-examination with feeling or fear, anger, guilt or shame

A critical assessment of assumptions

Recognition that one's discontent and the process of transformation are shared

Exploration of options for new roles relationships and action

Implementing one's plans

Provisional testing of new roles

Building competence and self-confidence in new roles an relationships

A reintegration into one's life on the basis of conditions dictated by one's new perspective

**What is critical incidents and give three examples**

These are specific occurrences within teaching and learning which you consider significant or important

Critical incident may be positive or negative

Examples:

Being faced with behavior difficulties with learners

A refusal by a student to engage in an activity

You might realize that you have been talking for too long

**Connected reflection**

This is essentially the component that links experiential learning to formal training

**Peer observation**

The peer observation of teaching process provides both the observee and the observer with the opportunity to mutually enhance the quality of their teaching practice. It also provides an opportunity to disseminate good practice amongst colleagues by sharing thoughts on teaching practice and supporting each other's development of teaching skills

**Critical thinking**

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking.

**Key features of becoming reflective practitioner**

Reflective practitioners are interested in: • Analytical skills • Interpersonal skills • Self-development

• Practitioners who can reflect on their performance

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**Schema role nation**

Teacher Use the nation schema to learn the students about countries.

**Jory window model feedback**

The main importance of feedback in this process can't be overstated. It's only by receiving feedback from others that your Blind area will be reduced and your open area will be expanded. Group members should strive to help other team members to expand their open area by offering constructive feedback.

**What is level of teacher's knowledge and inquiry?**

Knowledge for Practice

Knowledge in Practice

Knowledge of Practice

**Example of reframing of reflective practice**

Reframing goes beyond reflective listening <sup>2</sup>, as it presents back to the client what is said in a way which deepens understanding about the event or problem, and creates possibilities for new ways to respond to the issues being discussed.

**Role of frames in critical thinking**

Frames help us perceive, understanding and describe situations.

Frames are particular ways of making meaning of the complexity of situations

Frames are structures of beliefs, perceptions, values and appreciations about a situation, most of them underlying conscience..

From the multiple components of a situation we select a particular set with which we try to understand the situation and to transform it.

**Importance of framing in critical thinking**

The Framing, however, is more complex. But so is the thinking that results from the correct use of the frame. Teaching students to be more reflective about what they are learning is a critical skill for all 21 century learners.

**Which three attitudes John Dewey described about reflective Practitioners?**

Experience,

Reflection and

Learning

**Statically analysis**

Statistics is the study of the collection, analysis, interpretation, presentation, and organization of data. In applying statistics to, e.g., a scientific, industrial, or social problem

**Relationship b/w reflective practice and professionalism**

Reflective practice can be a beneficial process in teacher professional development, both for pre-service and in-service teachers. This digest reviews the concept, levels, techniques for, and benefits of reflective practice

**Define critical thinking**

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking.



**What should be in mind of reflective practitioner while leading and planning?**

- **Reflective Practitioners are able to learn from a group, since their experiences of using reflection in practice are invaluable.**
- **The Reflective Practitioner can commit to the group because the group becomes an invaluable part of the reflective process, because we need, as learners, appropriate support, trust and challenge from others.**

**John Dewey**

**John Dewey was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform.**

**Personal practical theories**

**Researchers exploring the relationship between teacher beliefs and their classroom practices found that teacher's experiences impact what they believe teaching should be like and that teachers form their own theories in teaching.**

**Critical model of Brookfield**

- 1. Our own view (autography)**
- 2. That of our students:**
- 3. That of our fellow professionals:**
- 4. The various theoretical perspectives found in educational literature.**

**Key features of reflection**

**Reflection is an active process of learning and is more than thinking or thoughtful action**

**Constructivism**

**Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education.**

**How personal challenges to reflective practices can be overcome.**

- **Be honest with yourself**
- **Ask colleagues as critical friends**
- **Pre-conceived notions**
- **Refer to the literature**
- **Refer to a mentor experience colleague**
- **Misconceptions**
- **Use checklists**
- **Develop checklist with colleagues**
- **Use colleagues as critical friends**
- **Personal Preferences**

**Comparison b/w conscious competence and incompetence**

**The Conscious Competence Model**

**Not aware of the skill (and lack of skills) and its relevance**

**Conscious Incompetence**

**Awareness of the existence and relevance of the skill**

**Professional Approach: work within client offices to deliver quick solutions that provide a positive return on investment**

## MCQS

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 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

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

Is not reflection in a professional setting? **Object-led**

Best practice approach teachers must . **Be committed to professional dialogue with other teachers**

Critical reflection facilitates\_\_\_\_\_ learning. **Fosters transformational learning**

Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**

True about teacher's professional knowledge and understanding?

What is reflection practice? **Process of action to improve the professional role**

Best describes a regular learning network. **A learning "hub" which challenge practice and policy**

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

Q1

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: 09:04:29 PM, 07 December 2016

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