



Final Term Preparation

(Solved Past Papers)

Critical Thinking and reflective Practice (EDU406)

(Prepared by ifsami's Educational Channel—version II)

1. What is meant by IPE? 2 marks

Inter-professional education (IPE) is an important step in advancing health professional education for many years and has been endorsed by the Institute of Medicine as a mechanism to improve the overall quality of health care

2. Define grounded theory? 2 marks

Focus on generating theoretical ideas (or hypotheses) from experiences rather than having these specified beforehand. Grounded theory is inductively derived from the study of the phenomena it represents

3. What are two professional relations that teacher have? 2 marks

the teacher as manager of instruction;
the teacher as caring person;
the teacher as expert learner; and
the teacher as cultural and civic person.[5]

4. Define inquiry ? 2 marks

Inquiry-based learning (also enquiry-based learning in British English) starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator





5. Enlist the steps of reflection practitioner? 2 marks

A 'reflective practitioner' is someone who, at regular intervals, looks back at the work they do, and the work process, and considers how they can improve. They 'reflect' on the work they have done.

They are not happy to carry on at the current standard, they want to improve, they do not believe in the saying, 'if it ain't broke don't fix it'.

Everyone should be a 'reflective practitioner', in particular, as in my case, when they are writing a dissertation. You need to learn from the experiences, and mistakes of others, you need to look at what you are doing and how others are doing the same thing; can anything be improved? Can anything be done better?

6. Write down the choices for teacher in differentiated approach? 3 marks

To help each individual student reach his fullest potential, teachers should try differentiated instruction strategies.

These educational techniques accommodate each student's learning style, readiness, and interest. Differentiated instruction strategies use a variety of educational methods to teach students the same information. These techniques may also require teachers to teach content at varying levels based on students' readiness. The goal of differentiated instruction strategies is to ensure that all students are engaged in the learning process by providing tasks that match each individual's needs.

Teachers differentiate instruction through a variety of different ways: Flexible grouping, learning centres, and independent study, to name a few. Here we will take a look at each of them

7. Explain role of teacher as professional in your own words? 3 marks

The roles and responsibilities of a teacher

- Learning styles
- Planning a course
- Planning a lesson
- How people learn





- Learning from Reflection

What do you know about and how confident are you about:

- Lifelong learning
- Communication skills
- Presentation skills
- Demonstration skills
- Questioning and explaining
- Using a range of teaching methods
- Designing and uses resources
- Using ICT
- Assessing learning
- Reflection
- Subject knowledge and skills

8. Being a teacher how will you explain vision and goals? 3 marks

Differences between setting a goal and a vision. ... Most of us, often interchangeably, use the terms 'vision' and 'goals' to our own liking. Vision is the destination that one visualises and wants to achieve, but the path is unknown. This is where goals come into play.

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. A teacher's vision does not necessarily become shared by those around. The key here is to pass on a picture of the future. To influence using dialogue, commitment, and enthusiasm, rather than to try to dictate. Storytelling is one possible tool that can be used here.

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9. Write down three purposes for action research? 3 marks

For the Reflective Practitioner it is important to accomplish the following:

1. Professionalise teaching.
2. Enhance the motivation and efficacy of a weary faculty.
3. Meet the needs of an increasingly diverse student body.
4. Achieve success with —standards-based reforms.

10. Explain the Type of reflection?

There are three main types of reflection offered by Farrell (2007):

- 1) Reflection-in-action is when teachers are in the classroom teaching in their everyday routine knowledge. Given that teachers carry out such actions everyday they have to employ a kind of knowing-in-action Schön (1983). Knowing-in-action is essential since teachers in KSA continue teaching in the classroom without the thought of our actions or procedures we follow. What teachers do in the classroom is unconscious since they are unable to describe what they do and it is quite difficult according to Schön (1983) who indicated that such information frequently is at the unconscious tacit and universalized stage of our feelings (Clark & Yinger, 1979). On the other hand, if something happened in class like a faulty application, teachers can employ reflection-in-action which undergoes a certain process (See Schön, 1983).
- 2) Reflection-on-action is less problematic since it is viewed as teachers' thoughts and retrospective study of their presentation (Schön, 1983). Russell & Munby (1992:3) describe it succinctly as the 'systematic and deliberate thinking back over one's actions'. Another definition which involves thinking back on what teachers have done to discover how knowing-in-action might have contributed to unexpected action (Hatton and Smith, 1995)
- 3) Reflection-for-action is different from the other two types since it is proactive in nature (Farrell, 2007). Killon and Todnew (1991:15) disagree with this idea as this type of reflection is the product of the prior types of reflection.





11. Johns' 10 C's of Reflection(Very Important)

Johns also defines a set of attitudes that the Reflective Practitioner needs in order for the framework to do justice as a schema for accurate reflection:

1. Commitment Accept responsibility & be open to change
2. Contradiction Note tension between actual & desired practice
3. Conflict Harness this energy to take appropriate action
4. Challenge Confront your own typical actions, beliefs & attitudes in a non-threatening way
5. Catharsis Work through negative feelings
6. Creation Move beyond old self to novel alternatives
7. Connection Connect new insights in the world of practice
8. Caring Realise desirable practice
9. Congruence Reflection as a mirror for caring
10. Constructing Building personal knowledge in practice

12.2. Explain Extensions to Johns' Model

Johns' model for structured reflection can be used as a guide for analysis of a critical incident or general reflection on experience. This would be useful for more complex decision making and analysis. Johns supports the need for the learner to work with a supervisor throughout their learning experience. He suggests that in addition to guided reflection students should use a reflective diary since noting, reflecting on, and sharing such experiences can lead to greater understanding than by reflection as alone exercise.

The model requires 'looking in on the situation', which includes focusing on yourself and paying attention to your thoughts and emotions. It then advises 'looking out of the situation' and writing a description of the situation based on five sources of knowledge, each of which has a number of cues. He refers to this as guided reflection, and recommends that students use a structured diary. Johns





considered that through sharing reflections on learning experiences greater understanding of those experiences could be achieved than by reflection as alone exercise. Johns also uses Carper's (1978) four patterns of knowing, aesthetics, personal, ethics and empirics adding a fifth pattern 'reflexivity'. If you use this model for a situation that is on-going you could adapt the reflexive section using cues from another model or develop your own set of cues.

Stage 1: Describe the event/experience

What happened?

Who was involved?

Stage 2: Thinking and feeling

What was I thinking and feeling during the experience?

Stage 3: Evaluation

What was good and bad about the experience?

Stage 4: Analysis

What factors (e.g., values, assumptions, meaning perspective, experiences) influenced my feelings, thoughts, and actions?

Stage 5: Conclusion and action plan

What have I learned about my practice/myself/my organizations?

What factors might get in the way of me applying my learning from the experience?

13. Define appreciative enquiry? Explain the steps.

By appreciating what is good and valuable in the present situation, we can discover and learn about ways to effect positive change for the future.

Appreciative Inquiry is often explained using four Ds: "Discovery",

"Dream", "Design" and "Deliver"/"Destiny". The Reflective Practitioner can add a fifth D ("Define") as the first step.

Step 1. "Define" the Problem

Before you can analyse a situation, you need to define what it is you are looking at,





and just as your decision to look at the positives will move you in a positive direction,

defining your topic positively will help you look at its positive aspects.

Step 2. "Discovery" Phase

Here you need to look for the best of what has happened in the past, and what is currently working well.

Step 3. "Dream" Phase

In this phase, you dream of "what might be". Think about how you can take the positives you identified in the Discovery phase, and reinforce them to build real strengths.

Step 4. "Design" Phase

Building on the Dream, this phase looks at the practicalities needed to support the vision.

Step 5. "Deliver" Phase

Sometimes called the Destiny phase, the last of the Ds is the implementation phase and it requires a great deal of planning and preparation. The key to successful delivery

is ensuring that the Dream (vision) is the focal point. While the various parts of the team will typically have their own processes to complete.

14. Write down peer supervision and reflective team? Lecture 31 Part 2

Peer supervision offers a structure that supports teaching improvement by interaction

among peers. A peer supervision group will often be composed of three persons who -whenever they meet - will take on one of three roles: focus person, mediator, and observer. Peer supervision is not intended to fix, advise or tell anyone what to do. The focus person determines the challenge s/he would like to get feedback on from the observer.





S/he receives appreciative and constructive feedback that allows him/her to elaborate ideas to improve the way in which s/he lectures. These ideas are recorded by the mediator in a document at the end of each meeting. Peer supervision usually refers to reciprocal arrangements in which peers work together for mutual benefit where developmental feedback is emphasized and self-directed learning and evaluation is encouraged.

Peer Supervision and Reflecting Teams

Sometimes peer supervision groups can benefit from adding another element to the Session: The reflecting team, which will consist of two or more people who listen to The dialogue without interrupting, take notes and have the opportunity to make

15. Write down the purpose of Experimentation? Topic 127

The purpose of an experiment is to test a hypothesis and draw a conclusion. When a scientist has a question about the world or a fact that they wish to prove, they experiment.

The main purpose of the activity is to generate positive results (i.e. to make things work).

- There may be abstraction but it is functional to the effort of design.
- Most of the technological advancement until the 17th Century was achieved through experimentation.

16. Elaborate the Guidelines for conducting a pre-observation conference?

Conducting a Pre-Observation Conference – Guidelines (Lecture 31 part 1)

The purpose of the pre-observation conference is to review the teacher's teaching Plan, including the lesson goal, objective, strategies/methodology, and assessment. The following is a list of questions that the observer might ask the teacher:

1. What is the main goal of your course?
2. What is the main goal of the course session to be observed?



3. What is your specific objective for the course session to be observed? In other words, what do you expect the learners to be able to know and do by the end of your session?
4. What strategies/ methods will you use to help the learners to reach this objective?
5. How will you assess whether the learners reached this objective? In other words, how will they show that they know and can do what you expected of them?
6. Do you have any concerns that you would like the observer to address?.

17.What are critical characteristics of situated learning for reflective practice? 5 marks

A critical reading of the principal theorists (and critics) of situated learning reveals a number of important characteristics which have added to the evolving theory of situated learning, and an attempt has been made here to distinguish those features. Many of these authors believe that useable knowledge is best gained in learning environments which feature the following characteristics. The learning environments will:

- Provide authentic context that reflect the way the knowledge will be used in real-life;
- Provide authentic activities;
- Provide access to expert performances and the modelling of processes;
- Provide multiple roles and perspectives;
- Support collaborative construction of knowledge;
- Provide coaching and scaffolding at critical times;
- Promote reflection to enable abstractions to be formed;
- Promote articulation to enable tacit knowledge to be made explicit;
- Provide for integrated assessment of learning within the tasks

18.Write down five dimensions that characterize school as learning organization? 5 marks Lecture 33

There are seven dimensions that characterise schools as learning organisations:





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.
6. Recognition and reinforcement refer to the extent that there is sincere recognition and valuing of effort, initiative and achievement.
7. Continuing professional development refers to the extent that encouragement, opportunity and resources are provided to enable all school staff to learn, develop and implement the knowledge, skills and attitudes needed to contribute to improving the school's performance as a whole.

19.3. What is importance of good communication of teacher in classroom?

5marks

When communication is effective, both the student and the teacher benefit. Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience

✓ Self Esteem





In general, people want to be heard. If a teacher shows interest in a student's opinions, that student will feel that their thoughts or ideas are appreciated. This increases self-esteem and confidence. A confident student is less likely to second guess his answers on tests, and a self-assured student is more likely to speak up in class. Class participation leads to increased learning for the entire class.

✓ Class Performance

Teachers who reward student communication and class participation will notice an improvement in overall class performance. A teacher can gauge the effectiveness of a lecture by student feedback. By asking questions, a teacher can determine if students were able to retain the imparted information. If there is a lack of responses from the class, it is likely that the students were unable to understand the lecture. This can lead to poor performance on exams.

✓ Professional Growth

A degree of communication is required in every profession, and communication skills are necessary at even the most preliminary stages of career growth. For example, an applicant must be able to communicate her skills and abilities during an interview in order to acquire a job.

20. Write down the overview of the approach for reflective practice? What are the benefits of reflective practice? 5 marks

Roffey-Barentson and Malthouse (2009) introduce 10 useful 'benefits of reflective practice' (p 16) which are summarised below:

1. Improving your teaching practice

If you take the time to reflect on your teaching, and reflect on how different parts of what you do work well, where aspects of your teaching can be improved, and how problems which arise could be solved, that is bound to help you to improve your teaching.

2. Learning from reflective practice





There is a good range of evidence that purposeful reflection helps 'deep' learning take place, and for you as a teacher, it will help you to make connections between different aspects of your teaching and what goes on around your teaching. Reflective practice will help you gain new learning and use it in your teaching.

3. Enhancing problem solving skills

When starting off with reflecting on your teaching you may tend to concentrate on problems which arise. By carefully and honestly considering and analysing those problems, you will improve your own capacity to find solutions.

4. Becoming a critical thinker

Critical thinking is about 'thinking well', and 'taking charge' of your own thinking (Elder and Paul, 1994), and reflective practice will help you recognise and adjust what you think to take account of changes in circumstances, and by doing that help you to be better equipped to find solutions which work.

5. Making Decisions

As you reflect on your practice, you will find you need to make decisions about what to do (or not to do) next. You may well have a number of choices which you have to weigh up, and deciding which one to take can be difficult. If you regularly reflect on your teaching in depth, you are regularly going to come across the need to make decisions, but the results of your reflective practice will help you to make those decisions in a more informed, thoughtful and objective manner.

6. Improving your own organisational skills

You will notice as this section progresses that the benefits of reflective practice can reach into every aspect of your professional work as a teacher. If you are thinking carefully about what you are doing, identifying possible actions and choices, trying out solutions, and adjusting what you do to take account of the results, this involves a good deal of organisation. By breaking down issues and problems into steps or stages, you will get better at organising your time and your activity to concentrate on the important, 'solution-focussed' actions.





7. Managing personal change

Working in education involves managing regular, rapid, pressured and often confusing change, which can be one of the most difficult aspects of being a teacher. If you are using the techniques of reflective practice, which involves, calm, thoughtful, honest, critical and organised thinking and action, this should introduce a calming and less emotional response to that change. As reflective practice is itself focussed on seeking positive improvements and solutions, managing change more effectively should take place.

8. Acknowledging personal values

There will be things which take place within your professional situation as a teacher which you will wholeheartedly agree with, and others which will worry or alarm you. This is because they may agree or disagree with your own personal values such as what you believe in, and what you think is wrong or right. How these are affected by teaching will vary, but you will almost certainly come across major clashes of values as part of your work. Reflective practice is an excellent way of acknowledging and recognising that those values exist and have an effect, but which concentrates on helping you to choose approaches and actions which can help you to resolve those clashes without it adversely affecting the professional balance of your work as a teacher.

9. Taking your own advice

Teachers are often more critical of their own teaching than anyone else, and it could be possible for this to develop into an attitude about teaching which is negative and destructive. The techniques and approaches of reflective practice will place you in a position where you are an informed, positive agent in your own development and improvement and one where you can 'take your own advice' with a confidence that it is reflective, focussed and informed advice.

10. Recognising emancipatory benefits





If you reflect on the nine benefits of reflective practice which have so far been described, you will clearly see that this is a model of practice which represents the teacher as someone with influence over their own teaching and their own destiny as a teacher. This is what is at the heart of reflective practice, and as such it should help considerably to free you from some of the burdens which can weigh teachers down, and refresh your confidence and your teaching .

21.What is john's smith framework for reflective practice? Topic 39

From Theory to practice John Smyth's Framework for Reflection on action (1993)
Smyth's framework takes the teacher through a number of phases

1. A descriptive Phase
2. A Reflective Phase
3. An emancipator Phase

1. The Descriptive Phase

- Descriptive accounts and narrative

2.The Reflective Phase

- Reflective analysis against adopted theories
- Reflective analysis of the situation
- Reflective analysis of intentions

3. The Emancipator Phase

- Critique of practice regarding conflicts distortion an inconsistencies
- Engagement in emancipatory and change processes
- Self-critique and emancipation

Smyth operationalizes these phases of reflection for teachers as a set of activities developed from question cues:

Activity: describe

Cue: What did I do?

Smyth proposes reflection for teachers as a set of activities developed from question cues:





Activity: Inform (analysis)

Cue: What does this mean?

Smyth proposes reflection for teachers reflection for teachers as a set of activities developed from question cues:

Activity: confront (self-awareness)

22. Being a teacher how will you explain vision and goal?

Differences between setting a goal and a vision. Most of us, often interchangeably, use the terms 'vision' and 'goals' to our own liking. Vision is the destination that one visualises and wants to achieve, but the path is unknown. This is where goals come into play.

23. Why constant comparison is necessary in RP? Topic 197 3 marks

Constant Comparisons involve comparing one segment of data with another to determine similarities and differences provide abstract conceptualizations to avoid descriptive interpretations and help to facilitate the discovery of patterns in the data

24. Write down weaknesses/ disadvantages of peer observation? 3 marks

Advantages

- ✓ Both parties can get new ideas.
- ✓ It provides instant feedback.
- ✓ It causes the teacher being observed to re-think their lesson.

Disadvantages

- ✓ The observer is often biased and may give high marks to avoid confrontation.
- ✓ Is often only done once so there's no way to compare how the teacher has improved.
- ✓ It's often unreliable and un organized. They're only observing one class and the time of day, class, being nervous, and more can affect the observation. In addition, it's usually not videotaped, observers aren't trained, and the feedback form isn't valid.



25. what are three properties of intelligence according to researcher? Lecture 24 (3marks)

Robert Sternberg (1988, 1997), and David Perkins (1995) have written widely sold books that summarise the literature and present their own specific points of view.

The following definition is a composite from various authors. Intelligence is a combination of the ability to:

1. Learn. This includes all kinds of informal and formal learning via any combination of experience, education, and training.
2. Pose problems. This includes recognizing problem situations and transforming them into more clearly defined problems.
3. Solve problems. This includes solving problems, accomplishing tasks, fashioning products, and doing complex projects.

26. How teacher improve the reflective teaching practice in classroom?

Topic 97 (3marks)

Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When you collect information regarding what went on in your classroom and take the time to analyze it from a distance, you can identify more than just what worked and what didn't. You will be able to look at the underlying principles and beliefs that define the way that you work. This kind of self-awareness is a powerful ally for a teacher, especially when so much of what and how they teach can change in the moment.

Reflective teaching is about more than just summarizing what happened in the classroom. If you spend all your time discussing the events of the lesson, it's possible to jump to abrupt conclusions about why things happened as they did.

Reflective teaching is a quieter and more systemic approach to looking at what happened. It requires patience, and careful observation of the entire lesson's





experience. Learning how to learn, as this Udemty course details in full, requires intuition and practice.

27. Define Tacit knowledge? Lecture 33(2marks)

Tacit knowledge (as opposed to formal, codified or explicit knowledge) is the kind of knowledge that is difficult to transfer to another person by means of writing it down or verbalizing it. For example, that London is in the United Kingdom is a piece of explicit knowledge that can be written down, transmitted, and understood by a recipient. However, the ability to speak a language, knead dough, play a musical instrument, or design and use complex equipment requires all sorts of knowledge that is not always known explicitly, even by expert practitioners, and which is difficult or impossible to explicitly transfer to other users

Tacit knowledge - personal; wisdom and experience; context-specific; more difficult to extract and codify.

28. Three example of kinaesthetic learning? (Topic 89) 2marks

Building, imitating, performing

this means you learn by touching and doing. You will:

- Need lots of breaks and will want to move around
- Speak with your hands and gestures
- Remember what was done, but have difficulty with what was said or seen
- Learn through doing activities
- Make comments like: $\frac{3}{4}$ "How do you feel about this?" $\frac{3}{4}$ "Let's move forward together." $\frac{3}{4}$ "Are you in touch with what I am saying?"

29. Describe kolb's theory of experiential learning? Topic 27

David Kolb published his learning styles model in 1984 from which he developed his learning style inventory.

Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes.





Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.

“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38).

The Experiential Learning Cycle

Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases':

1. Concrete Experience - (a new experience of situation is encountered, or a reinterpretation of existing experience).
2. Reflective Observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding).
3. Abstract Conceptualization (Reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. Active Experimentation (the learner applies them to the world around them to see what results).

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among peers. A peer supervision group will often be composed of three persons who -whenever they meet - will take on one of three roles: focus person, mediator, and observer. Peer supervision is not intended to fix, advise or tell anyone what to do. The focus person determines the challenge s/he would like to get feedback on from the observer.

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6. Do you have any concerns that you would like the observer to address?.

33.Explain the observable teaching characteristic?

- ✓ Begins class promptly and in a well-organized way.
- ✓ Treats students with respect and caring.
- ✓ Provides the significance/importance of information to be learned.
- ✓ Provides clear explanations. Holds attention and respect of students....practices effective classroom management.
- ✓ Uses active, hands-on student learning.
- ✓ Varies his/her instructional techniques.
- ✓ Provides clear, specific expectations for assignments.
- ✓ Provides frequent and immediate feedback to students on their performance.
- ✓ Praises student answers and uses probing questions to clarify/elaborate answers.
- ✓ Provides many concrete, real-life, practical examples.
- ✓ Draws inferences from examples/models....and uses analogies.
- ✓ Creates a class environment which is comfortable for students....allows students to speak freely.
- ✓ Teaches at an appropriately fast pace, stopping to check student understanding and engagement.
- ✓ Communicates at the level of all students in class.
- ✓ Has a sense of humor!
- ✓ Uses nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments.
- ✓ Presents him/herself in class as “real people.”
- ✓ Focuses on the class objective and does not let class get sidetracked.
- ✓ Uses feedback from students (and others) to assess and improve teaching.



- ✓ Reflects on own teaching to improve it.

34.Explain Dewey method?

Step One: Define the Problem

Step Two: Analyze the Problem

Step Three: Determine Criteria for optimal Solution

Step Four: Propose Solutions

Step Five: Evaluate Proposed Solution

Step Six: Select a Solution

Step Seven: Suggest Strategies to Implement the Solution

35.Dewey's 5 Stage Model ,explain!

1. We identify a problem that is perplexing and felt
2. We observe and refine the identified problem to create a fuller understanding
3. We develop a hypothesis or an understanding about the problem, its origins and possible solutions.
We subject the hypothesis to scrutiny and reasoning, we test the hypothesis or understanding in practice
4. Dewey placed great emphasis on reflective thought and saw it as an important part of a cycle that enabled us to learn from experience.
- 5 .He believed that reflective thought began when we found ourselves having an experience that raised some difficulties or dilemmas.

36. Dewey theory from school's perspective, explain?

Experiential education:

- Dewey focused his concept of instrumentalism” in education on “learning by doing or hands-on learning”, which means to learn not only by the theory, but also by the practice. “Instrumentalism” is a theory of knowledge created by Dewey in which ideas are seen to exist primarily as instruments for the solution of problems encountered in the environment.





- Dewey thought that people learn the best through experience. He thought knowledge could be falsified. Thus, It needed to be consistently challenged and experimented on.
- He emphasized on inquiry based education

The school's Role:

- “The school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.”
- Dewey stressed the importance of education in school not only as a place to gain content knowledge, but also as a place to learn how to live.
- He believed that students should be actively involved in real-life tasks and challenges. (Neill, 2005)

Role of Curriculum:

- Dewey advocated for an educational structure that makes a balance between the child and the curriculum, that is to say, delivering knowledge while also taking into account the interests and experiences of the student.
- He also rejected curriculum-centered view of education rather than student centered education.
- Active curriculum should be integrated, rather than divided into subject-matter segments (Brewer, 43)
- Flexible and Changeable in according to Child's Interest.
- Reflect social life and social activities- utilities.

The Teacher's Role:

- He believed that the teacher's role should be that of facilitator and guide since the teacher becomes a partner in the learning process who leads students to independently discover meaning within the subject area.



- Teachers are responsible for achieving the goals of the school, but the specific topics to be studied to meet those goals, cannot be determined in advance because they should be of the interest of the children (Brewer, 43).
- Learner's past experience should be taken into account the teaching-learning process, as well as the environment
- "Education is not preparation for life; education is life itself. Education, therefore, is a process of living and not a preparation for future living."

37. Difference between Interpersonal or Intrapersonal?

Intrapersonal learning through feeling, values and attitudes. This is a decidedly affective component of learning through which we place value on what we learn and take ownership for our learning.

Interpersonal learning through interaction with others. Not being simply talkative or overly social. This intelligence promotes collaboration and working cooperative with others.

38. As a teacher how you solve the problem and guide grade 1-5..?

Problem-solving is a process—an ongoing activity in which we take what we know to discover what we don't know. It involves overcoming obstacles by generating hypo-theses, testing those predictions, and arriving at satisfactory solutions.

Problem-solving involves three basic functions:

1. Seeking information
2. Generating new knowledge
3. Making decisions

39. What are the Mentor's qualities?

For an effective mentor a Reflective Practitioner should focus on two key concepts:

1. Legitimate peripheral participation: mentors help mentees move from the periphery to full participation in the school community.
2. Scaffolding: mentors provide pedagogical assistance so that mentees begin to make their own conclusions and decisions.





Consider these seven key qualities that can help you become an effective mentor.

- ✓ Ability and willingness to communicate what you know. ...
- ✓ Preparedness. ...
- ✓ Approachability, availability, and the ability to listen. ...
- ✓ Honesty with diplomacy. ...
- ✓ Inquisitiveness. ...
- ✓ Objectivity and fairness. ...
- ✓ Compassion and genuineness.

40. Write a note on Effective teacher?

According to Harry Wong, there are three main characteristics of an effective teacher:

- ✓ Has positive expectations for student success
- ✓ Excels at classroom management
- ✓ Designs lessons for mastery

Since effective teachers trust that their students are capable of the tasks set before them, positive expectations are the cornerstone of their beliefs. Effective teachers know that students can achieve their goals if given proper, differentiated instruction and guidance.

Effective teachers run their classrooms efficiently. They have set procedures for handling daily tasks that could otherwise become overwhelming and consume instructional time. Effective teachers are able to identify what needs to be done and find ways to consistently achieve order. They understand that the greatest discipline/management problems stem from lack of procedures. If teachers can address potential difficulties ahead of time, these situations can easily be avoided.

Effective teachers also know the content of their subject(s) and what their students need to learn. They use this knowledge to design lessons for mastery. Effective teachers are familiar with national and state standards for the content, and are able





to examine data to understand the strengths and weaknesses of their students. Effective teachers teach the student, not the subject.

In his book *Qualities of Effective Teachers*, James Strange defines five specific, critical areas of teacher effectiveness:

- ✓ The teacher as a person
- ✓ Classroom management and organization
- ✓ Organizing for instruction
- ✓ Implementing instruction
- ✓ Monitoring student progress and potential

41. What are three properties of intelligence according to researcher?

Intelligence has been defined in many different ways including as one's capacity for logic, understanding, self-awareness, learning, emotional knowledge, planning, creativity and problem solving. It can be more generally described as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviours within an environment or context.

Intelligence is most widely studied in humans, but has also been observed in non-human animals and in plants. Artificial intelligence is intelligence in machines. It is commonly implemented in computer systems using program software.

Within the discipline of psychology, various approaches to human intelligence have been adopted. The psychometric approach is especially familiar to the general public, as well as being the most researched and by far the most widely used in practical settings

42. Write down the key feature of becoming reflective practitioner?

Teaching is a complex activity, in which decision are made in complex contexts.

In addition, there are theoretical perspectives to consider and the process of reflection brings all these aspects together.

There are some key features of reflection that are widely considered





- Reflection results in learning- through changing ideas and your understanding of the situation.
- Reflection is an active process and is more than thinking or thoughtful action
- Reflection involves problematizing that practice is not without dilemmas and issues.
- Reflection is not a linear process but a cyclical one where reflection leads to the development of new ideas which are then used to plan the next stages of learning.
- Reflection encourages looking at issues from different perspectives, which helps you to understand the issue and scrutinize your own values, assumptions and perspectives.

Therefore when the term critical reflection is used, it refers to a combination of the analytical, questioning (Or critical thinking) and reflective approaches 5 marks

12. Elaborate guidelines for conducting pre-observation conference?

Pre-Observation Conference. In her framework for teaching, ASCD author Charlotte Danielson discusses how understanding the various levels of performance—what teaching looks like at an unsatisfactory, a basic, a proficient, and a distinguished level—can help educators analyze their own performance.

43. Write brief note on Kolb's learning style? 5 marks

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. (which might also be interpreted as a 'training cycle'). In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts'





producing new implications for action which can be 'actively tested' in turn creating new experiences.

Kolb says that ideally (and by inference not always) this process represents a learning cycle or spiral where the learner 'touches all the bases', ie., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

Kolb's model therefore works on two levels - a four-stage cycle:

- ✓ Concrete Experience - (CE)
- ✓ Reflective Observation - (RO)
- ✓ Abstract Conceptualization - (AC)
- ✓ Active Experimentation - (AE)

and a four-type definition of learning styles, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms:

- ✓ Diverging (CE/RO)
- ✓ Assimilating (AC/RO)
- ✓ Converging (AC/AE)
- ✓ Accommodating (CE/AE)

44. What are five dysfunction of a team in a pyramid model presentation by Lencioni?

Lencioni (2002) presents a pyramid model with the five dysfunctions of a team (from the bottom, up):

1. **Absence of trust:** stemming from unwillingness in the team members to be vulnerable and genuinely open up with one another about their mistakes and weaknesses.





2. **Fear of conflict:** inability to engage in unfiltered, passionate (yet constructive, though it may strike you as odd) debate.
3. **Lack of commitment:** no buy in and commitment can be expected when ideas and opinions have not been aired and genuinely taken into consideration prior to a decision.
4. **Avoidance of accountability:** without commitment to a clearly defined set of goals, team members will hesitate to call their colleagues on their actions and behaviors that are counterproductive for the team.
5. **Inattention to results:** Avoidance of accountability leads to a state where team members tend to put their individual needs above the team's collective goals.

45. Enlist the steps of reflection practitioner? **Lecture 42 (2 marks)**

The process of becoming a reflective practitioner cannot be prescribed. It is a personal awareness discovery process. While it is not possible to prescribe a linear process or define a step-by-step procedure, there are actions and practices that are fundamental to developing as a reflective practitioner. The following three practices are essential: making time for solitary reflection, becoming a perpetual problem-solver and questioning the status quo (Larrivee, 1999). The first creates an opening for the possibility of reflection while the others allow for a way of developing teaching practice that accepts uncertainty, recognises contextual bounds and considers multiple plausible causal explanations for events and circumstances.

Write down the choices for teacher in differentiated approach? **Lecture 31**

Part 2 (3 marks)

The Differentiated approach offers four supervisory choices for teachers:

1. Intensive development (clinical)
2. Cooperative development (small teams)
3. Self-directed development (own progress)





4. Administrative monitoring

46.Explain role of teacher as professional in your own words? Topic 160 3 marks

The role of teacher as professional is about to work as a participant observer. In this way, their professionalism can grow. And the objectivity about their professional role can support the professional relationships they have with students. Teacher as career in the classroom. The professional relationship that teachers have with students is that they are not only teaching the subject but needs to understand their needs and how they learn. Caring for students leads to better learning process.

The roles and responsibilities of a teacher

- ✓ Learning styles
- ✓ Planning a course
- ✓ Planning a lesson
- ✓ How people learn

Learning from Reflection

- ✓ What do you know about and how confident are you about:
- ✓ Lifelong learning
- ✓ Communication skills
- ✓ Presentation skills
- ✓ Demonstration skills
- ✓ Questioning and explaining
- ✓ Using a range of teaching methods
- ✓ Designing and uses resources
- ✓ Using ICT
- ✓ Assessing learning



- ✓ Reflection
- ✓ Subject knowledge and skills

47. Write down three purposes for action research? **Lecture 34 3 marks**

Three Purposes for Action Research

As stated earlier, action research can be engaged in by an individual teacher, a collaborative group of colleagues sharing a common concern, or an entire school faculty. These three different approaches to organizing for research serve three compatible, yet distinct, purposes:

1. Building the reflective practitioner
2. Making progress on school wide priorities
3. Building professional cultures

48. What is the nature and purpose of professional role of teacher? **Lecture 27**

The professional role: its nature and purposes

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.

For teachers there are always the references to _beliefs, values and attitudes 'that are said to underlie teacher professionalism, _the strong sense of vocation 'many teachers have in their capacity to change their pupils' life chances, and the responsibility they have to challenge stereotypical views and to strive for equality of opportunity. This is about professionalism-in-action, and in relation to many others: to pupils, colleagues, other professionals and interested parties, parents and so forth; to the school itself in a particular context; and to the teachers themselves and their own capacity for learning and development.





The use of language to describe such professionalism for teachers is telling: the words 'Aspire, enhance, assist, endeavour, respect and sharing' say a great deal here about expectations and about the complexity and challenge of the teacher's wider professional role. This professional role of the teacher is, then, multifaceted. It incorporates professionalism-in-action. It also includes acting in a pastoral way towards pupils. It is important to stress the presence and interplay of the pastoral and academic dimensions of the teacher's role

49. What is the importance of action research for reflective practitioner?

Lecture 34

The primary reason for engaging in action research is to assist the —actor in improving and/or refining his or her actions. Reflective Practitioners who engage in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the practitioner. Relevance is guaranteed because the focus of investigation and reflection is determined by the practitioner, who is also the primary consumers of the findings. Perhaps even more important is the fact that action research helps teachers be more effective at what they care most about—their teaching and the development of their students. Seeing students grow is probably the greatest joy teachers can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile. These seven steps, which become an endless cycle for the inquiring practitioner, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results





7. Taking informed action

50.The place of Reflective Practice in Teaching

Teaching should value reflection and evaluation of their own practice and their continuing professional teachers. There is one quality above all that makes a good teacher-the ability to reflect on what, why and how we do things and to adopt and develop our practice.

Most teachers spend time thinking about what they did in class but they don't always take it a step on their actions and make plans to do things differently.

What is the implication of this for reflective practice?

In a professional setting, reflection is:

- Deliberate
- Purposeful
- Structured
- process which links theory to practice
- Deep learning.

John Moon says:

“Reflection is a form of mental processing that we use to fulfil a purpose or achieve some anticipated outcome”.

It applied to gain a better understanding of relatively complicated or unstructured ideas and is largely based on the reprocessing of knowledge, understanding and possibly, emotions that we already possess.” (Moon, 2005:1)

51.Situated Learning for Reflective Practitioners Lecture 29

According to the situated learning model, context can be:

- (1) the actual work setting;
- (2) a highly realistic or virtual‘ surrogate of the actual work environment; or
- (3) an anchoring context such as a video or multimedia programme.

The challenge put to researchers was to identify the critical aspects of situated learning to enable it to translate into teaching methods which could be applied in the





classroom. Although McLellan (1994) summarises the key components of the situated learning model as: ‘apprenticeship, collaboration, reflection, coaching, multiple practice, and articulation of learning skills’ (p. 7), the contributions of various theorists and researchers, including the original authors of the model, have expanded and refined the notion to a much more comprehensive and far-reaching framework for the design of learning environments.

52. Characteristics of higher standard school

- ✓ A Clear and Shared Focus
- ✓ High Standards and Expectations for All Students
- ✓ Effective School Leadership
- ✓ High Levels of Collaboration and Communication
- ✓ Curriculum, Instruction, and Assessments Aligned with State Standards
- ✓ Frequent Monitoring of Learning and Teaching
- ✓ Focused Professional Development
- ✓ Supportive Learning Environment
- ✓ High Levels of Family and Community Involvement

53. Explain Socratic Method

A useful strategy for developing teacher identity through reflective practice is the Socratic Method. Socrates developed this approach to questioning reality based on 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 help 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 help 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:

1. Which topic to choose to question
2. What examples can we find to help us explore the experience?
3. Which example suits the topic best?
4. Can you explain the examples in detail? (Can be in verbal or written form)
5. Examining the underlying principles
6. 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.

What is Grounded Theory?

Focus on generating theoretical ideas (or hypotheses) from experiences rather than having these specified beforehand. Grounded theory is inductively derived from the study of the phenomena it represents.

- ✓ Core Elements of Grounded Theory
- ✓ Inquiry shaped by the aim to discover social & social psychological processes.
- ✓ Create analytic codes and categories from the data
- ✓ Data collection and analysis proceed simultaneously.
- ✓ Analytic process employed prompts theory discovery and development rather than verification of pre-existing theories = Inductive
- ✓ Theoretical sampling refines, elaborates and exhausts conceptual categories.
- ✓ Systematic application of grounded theory analytic methods will progressively lead to more abstract analytic levels.

54.Explain Guided Reflection

Guided reflection is grounded in individual practice, and can provide deeply meaningful insights into self-development and professionally. The process of guided





reflection results in a reflexive narrative, which highlights key issues for enhancing practice. Teacher reflection means interpreting "one's own interpretations, looking at one's own perspectives from another perspective, and turning a self-critical eye onto one's own authority as interpreter and author". Hence, the reflective approach has two basic characteristics: careful interpretation and reflection. This approach should lead to the development of teachers' professional skills. The development takes place within two dimensions: attitudinal development modifies teachers' attitudes to their work, whereas functional development means the process whereby teachers' teaching practice is considered to have improved

55. Routine action vs. Reflection Action

According to Dewey routine action is guided by factors such as tradition, habit and authority and institutional definitions and expectations. By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action, on the other hand, involves a willingness to engage in constant self-appraisal and development. Among other things it implies flexibility, rigorous analysis and social awareness.

56. Reflection as Rationality by Dewey Lecture 5

Teacher 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)

Reflection as rationality





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.

What is reflect the importance of action research?

It is on-going, dynamic process of thinking honestly, deeply and critically about all aspects of professional practice. It occurs spontaneously as well as in planned reflection activities and Reflective practice leads to action.

57.What are two professional relations that teacher have?

- ✓ The teacher as manager of instruction;
- ✓ the teacher as caring person;
- ✓ the teacher as expert learner; and
- ✓ the teacher as cultural and civic person

58. Teacher as a Perpetual Problem-solver, explain!

Becoming a perpetual problem-solver involves synthesising experiences, integrating information and feedback, uncovering underlying reasons, and discovering new meaning. **New insights**, understandings, and perspectives bring previous decisions up for re-evaluation and consideration.

When all aspects of practice become the object of systematic inquiry, teachers must confront issues of power and control in the classroom. As teachers think more deliberately, articulating the rationale that underlies their teaching decisions, they begin to name and confront the dilemmas and contradictions they face on a daily basis.

59.Define contextualized reflection? 2 marks

This ensures that the reflection activities or topic are appropriate and meaningful in relation to the experiences of the teacher.





60. Teachers make a practice of Questioning the Status Quo, how?(Important)

When teachers make a practice of questioning the status quo and conventional wisdom, they seek their own truth and remain open to examining the assumptions that underlie classroom practices. Because school policies and teaching practices are both culturally and politically imbedded, changing aspects of individual practice often requires a collective effort. Challenging currently-held beliefs, assumptions, and expectations that translate into school policies and classroom procedures often brings a teacher into direct conflict with school priorities and hierarchies of power. By questioning institutionalised definitions of acceptable teacher and student roles, a teacher challenges familiar routines and a way of thinking that is comfortable for colleagues. Hence, those questioning the status quo will need to learn ways of prompting colleagues to question their commonly-accepted assumptions and practices that are as non-threatening as possible so they do not become the enemy, shaking up established practices. Although questioning the status quo is always risky business, the risk can be minimised if the reflective teacher can engage others in ways that are invitational rather than confrontational. Critically reflective teachers also need to develop measures of tactical astuteness that will enable them to take a contrary stand and not have their voices dismissed. By making time for solitary reflection, becoming a perpetual problem-solver, and questioning the status quo, teachers come to recognise their repetitive cycles and reflexive loops which limit their potential for tolerance and acceptance as the vital elements for effectively managing classrooms composed of students from different cultural and social backgrounds with diverse beliefs and values. Reflective practitioners find a means to catch themselves when they try to unjustly impose their values or dismiss students' perspectives without due consideration.





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61. Formative and summative Peer Observation

Formative peer observation assists in the improvement of teaching. Summative peer observation involves the evaluation of teaching effectiveness used for merit, promotion, and/or tenure decisions. Both formative and summative observations can be based on the same observation instruments.

Note: (Other than these questions, go through the different extension to models such as Gibbs, Boud's and most important is **Extension to Dewey's Work and Extensions to Johns' Model**)

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