

EDU 406

Solved recent papers

By NimMa mAlík

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Levels of reflection

- ❖ Repair
 - ❖ Review
 - ❖ Research
 - ❖ Re-theorizing
 - ❖ Reformulating
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Key principle of reflective practitioner.

Principles of RP:

1. RP is **problem-oriented** or in other words problem-posing or problem-solving.
 2. RP is based on **action research**. Action research is a very powerful tool for change and improvement based on a cyclical process of thinking, planning and doing.
 3. RP ensures that teaching and learning are **research-led**
 4. RP **is data driven**. This means that there is ownership by the teacher of the data which is central to the teacher professional development.
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Reflection on action.

Reflection-on-action means thinking about an event or experience after it has happened. You look back; analyze what happened, why it happened, and how it made you feel. The goal is to learn from the experience so you can improve or handle similar situations better in the future.

Example of Reflection-on-Action:

Imagine you gave a presentation at work, but it didn't go as planned.

- **Step 1: Recall the event**
 - "I noticed some people looked confused during my presentation, and I struggled to answer some of their questions."
- **Step 2: Analyze what happened**
 - "I think I didn't prepare enough for the Q&A session, and my slides were too detailed, which might have overwhelmed the audience."
- **Step 3: Learn for the future**
 - "Next time, I'll simplify my slides, focus on the key points, and practice answering potential questions in advance."

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Two types of reframing

1. Content Reframing
2. Context Reframing

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Two quadrants of Jo-Hari model

- 1) Open Area
- 2) Blind Area
- 3) Hidden Area
- 4) Unknown Area

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3 critical questions a teacher can ask to herself?

- 1) Did my lesson achieve the learning objectives I set for my students?
- 2) How did I engage all students, and what strategies worked best?
- 3) What challenges did I face during the lesson, and how did I address them?
- 4) What feedback did I give, and how did it impact student learning?
- 5) What could I do differently next time to improve student outcomes?

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Stages of Hegarty's Model

- 1) First stage is about taking notice and describing the experience, pay attention and record it.
- 2) The second stage is analysis of the experience.
- 3) Final step reflects and take action.

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Steps of reflection process

1. Experience or Event
2. Description
3. Feelings
4. Evaluation
5. Analysis
6. Conclusion
7. Action Plan

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Constructivism in detail.

And self-development therefore is based in constructivism. Constructivism is a theory of learning, which is very much mediated by the language we use to describe things. And we use that language to construct our understanding jointly with others. And as such teachers are guided than through higher order levels of thinking through this social critical process and that this, knowledge is socially derived within the group that we work with. And what we have to consider then is that there is a zone of proximal development as a reflective practitioner. There are those that who are closer to us can have much more impact and can support us. Those who are not so close they can offer less support and less, criticality in terms of our reflection.

The process of reflection then allows. Reflective practitioners to develop their skills for inquiry and to take an inquiring stance, in terms of their role in the classroom. And it's through this process that teachers advance their skills as teachers advance. Through **reflective practice** by just challenging things which have been uncritically thought about before, by thinking critically about them. And therefore, in terms of social criticality reflection is a group process. It's a social activity, not something which is done in isolation and the social component provides multiple opportunities for reflection.

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3 components of Murphy Model.

- ❖ awareness
- ❖ describing the situation
- ❖ analyzing the feelings and the knowledge associated with that situation
- ❖ evaluating the relevance of the knowledge within that situation
- ❖ And then identifying the learning which comes from that

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Conscious competence:

The importance of self-awareness to teacher identity and what we have to ask is how reflective practice in this sense supports professional practice. Well, what we can consider is a model called the conscious competence model.

Conscious Competence **(Can perform a skill at will)**

The conscious competence model has **four quadrants**. The **first quadrant is unconscious in competence**. The **second quadrant is conscious in competence**. The **third quadrant is conscious competence**. The **fourth quadrant is unconscious competence**.

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Reflective Writing:

"Reflective writing is an analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning."

- ❖ Reflective writing is **formal and impersonal**, aiming to help us be more objective about our experiences, but difficult to get right.
- ❖ It requires practice and the use of various models to find the best reflective writing style.
- ❖ Reflective writing is **much more academic** than reflexive writing which is very personal and as academic writing.
- ❖ It's not a diary and you know, it's not an email to a friend, because it's far more formal than reflexive writing.
- ❖ Reflective writing is a formal process of **thinking to reflect, analyze, and evaluate** events.
- ❖ So, reflective writing is an investigation of the experience, what we're doing is checking out at our own job inside that experience.
- ❖ So reflective writing being academic being formal It should not have an informal style. Reflective writing should be formal, with a presentation and end, rather than reflexive writing.

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Brookfield's concept about learning

The most significant critical model is Steven Brook fields critical lenses. He said that teachers look through different classes different glasses in order to reflect. And he identified these four different lenses as, our own view autobiography. He also said that we can look at what happens in the classroom from the student's point of view and also from our colleague's point of view. And we can also look at what happens in our teaching from a theoretical standpoint. And he very conveniently labeled these. As the

- ❖ Self-lens our own viewpoint
- ❖ the student's lens the viewpoint from the students
- ❖ the peers' lens in other words the viewpoint of our colleagues
- ❖ And the theory lens which is why it's called the four-lens approach.

Stephen Brookfield makes a significant point in saying that the experience of the teachers the autobiography of the teachers is really the foundation point. And the most important aspect of being a teacher. He says that as teachers we must consider this to be more important sometimes than the actual theories. And he goes on to say that these four lenses are very important because the most important thing that the teacher can do in terms of teaching is trying to get inside the students' heads. What are they thinking about learning what are they thinking about being in the classroom trying to understand how their learning?

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Levels of reflection used in teaching?

1. Technical Reflection (Descriptive Reflection)
2. Practical Reflection (Reflective Practice)
3. Theoretical Reflection (Conceptual Reflection)
4. Critical Reflection (Transformative Reflection)
5. Metacognitive Reflection

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Difference between framing and reframing matrix?

1. Framing:

Definition:

Framing refers to how we present or interpret a situation, issue, or problem based on our existing perspectives, experiences, or assumptions. It's the initial lens through which we view a situation. Framing helps we focus on specific aspects of a situation while ignoring others.

Example:

- If someone says, "This project is a failure," the frame is negative and emphasizes the lack of success.
- If the same project is framed as "This project is an opportunity for improvement," the focus shifts to potential growth.

2. Reframing:

Definition:

Reframing involves changing or shifting the perspective, interpretation, or "frame" of a situation to see it in a new light. Reframing helps challenge assumptions and often leads to a more positive or different understanding of the issue. The goal of reframing is to find alternative perspectives

Example:

- ❖ The project that was framed as a "failure" can be reframed as "a valuable learning experience that provides insights for future projects."

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Personal Practice Theory (PPT)? Discuss

Personal practice theory then is very much about a personal. A systematic set of beliefs that a teacher has which describe theories for the individual teacher and how the teacher operationalizes these theories or in other words the theories which guide their practice. So, there is a practical component to personal practice theory.

And then this is all brought together through the experiences. The work experiences as well as the life experiences that the teacher has personal practice theory is something that all teachers will develop in time through the experiences that they have and their evolving values and beliefs.

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The Jo-Hari Window:

A model for self-evaluation called the Jo-Hari Window. The Jo-Hari Window is a communication model that is used by people to develop a better understanding not only of themselves but also of other people that they work with. "Johari" comes from the two people who originated the model:

Joseph Luft and Harry Ingham. The model has developed a long time ago but it is a very popular model for communication and therefore for learning.

There are two ideas behind this particular approach to developing teacher identity and that it builds trust between people and therefore opens up communication. Communication is the key to learning in terms of being a reflective practitioner. The other aspect of the Johari Window is the level of feedback that you get as an individual this builds on trust and also becomes part of the reflective cycle.

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Metta competence

- ❖ Communication
- ❖ Self-development
- ❖ Creativity
- ❖ Analysis
- ❖ Problem solving

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Hatton and Smith (1995) identified **two types** of reflective practice.

1. Dialogic reflection
2. Critical reflection

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Levels of critical thinking

- ❖ Basic Comprehension
- ❖ Analysis
- ❖ Inference
- ❖ Evaluation
- ❖ Synthesis
- ❖ Creativity and Problem Solving
- ❖ Reflection and Metacognition

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Importance of critical thinking.

Critical thinking is crucial in both personal and professional contexts because it enables individuals to make informed, reasoned, and effective decisions. Below are the key reasons why **critical thinking** is important:

- 1) Improved Decision Making
- 2) Problem Solving
- 3) Enhanced Creativity
- 4) Effective Communication
- 5) Self-Reflection and Growth
- 6) Better Understanding of Complex Issues
- 7) Effective Problem Analysis
- 8) Avoiding Manipulation
- 9) Improved Academic and Professional Performance

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Role of teacher in classroom.

- 1)** Facilitator of Learning
- 2)** Instructor
- 3)** Mentor and Guide
- 4)** Role Model
- 5)** Motivator
- 6)** Evaluator
- 7)** Classroom Manager
- 8)** Planner
- 9)** Communicator
- 10)** Observer
- 11)** Collaborator
- 12)** Innovator

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Critical incident analysis:

Critical incident analysis is a term which the critical thinker will use in order to analyze situations and reflect on those and on past experiences in order to create a process of judgment making and decision taking around the actions in the classroom and then to understand the benefits that these create further teacher.

Critical incident analysis can be used in a number of different ways. It's not just debates producing a narrative, but it's about focusing that narrative on particular aspects of teaching. For example, critical incident analysis could be just one event one thing that happened while you're in the

classroom while you were teaching, or it could be reflecting on something which is an ongoing phenomenon that you're experiencing as a teacher.

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Advantages of reflecting speaking and writing:

Advantages of Reflective Speaking

1. Immediate Feedback
2. Enhances Communication Skills
3. Promotes Emotional Release
4. Encourages Collaboration
5. Adaptability and Spontaneity

Advantages of Reflective Writing

1. Encourages Deep Thinking
2. Provides a Record of Thoughts
3. Supports Privacy and Honesty
4. Fosters Creativity
5. Improves Writing Skills

Shared Advantages of Both Speaking and Writing

1. Promotes Self-Awareness
2. Facilitates Problem-Solving
3. Encourages Learning from Experience
4. Enhances Emotional Intelligence

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Haggerty's reflective framework:

Haggerty's reflective framework provides a template that the reflective practitioner can use to support the reflective process. It's essentially three simple straightforward steps that encourage the reflective practitioner to move beyond simple description and to make sense of the experiences and the analysis of those experiences in order to move towards action as a teacher in the classroom.

Haggerty is reflective framework is nice and simple to use and therefore very effective as a framework for reflection.

- ❖ The three steps quite simply are about describing the experience, **taking notes of what happened noticing**. Who's doing what, how things are happening, paying attention to the experience in the classroom and recording that experience.

- ❖ Step two is about **analyzing the experience**. Why were particular decisions made? Why do you think that certain things happened in the classroom? What was your reaction? What was your students' reaction? When these particular things occurred, and this is where, as a reflective practitioner, you are becoming very active and reflective as a learner.
- ❖ And then the final step in the framework for reflection is **about taking action**. What do you need to do next? What do you need to learn about now in order to develop? And this is where you are planning, how to apply what you're learning from the reflection process.

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5 Benefits of reflective practice

- 1)** Promotes Self-Awareness
- 2)** Enhances Learning from Experience
- 3)** Improves Decision-Making
- 4)** Boosts Professional Competence
- 5)** Builds Emotional Intelligence
- 6)** Encourages Resilience and Stress Management
- 7)** Fosters Innovation and Creativity

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Reflective practice promoted through inductive action planning.

One way to promote reflective practice through a frame for learning is with inductive action planning. What's true to say is as a teacher you'll be learning every single day during your work and knowing what you have learned or what you want to learn is part of the action planning process. The experience that you're having helps you decide what needs to be learned and what you will do to activate that learning and this is quite an inductive process. It's developed from experience rather than anything else.

Inductive action planning essentially involves certain steps. **The first thing is to identify something to achieve an objective, a target, and that needs to be worked towards.** It could be anything from routines that you have in class through to how you work with educational technology in the classroom. Then, the inductive action plan **needs to have a plan for meeting that target what sort of things will you do to move towards the achievement of that target.** It could be things like training or it could be independent study. It could be observing other teachers; it could be a whole range of different things. Of course, part of an inductive action plan as with any action plan would be how will you evaluate and measure the success of achievement of that particular target. Simply because there's no point in having a target unless, at some point, we can say we have achieved that target and then, of course, needs to be a process then of reflection as part of action planning which helps you identify future targets that you can work on.

So, inductive action planning further reflective practitioner is very much about looking at opportunities, identifying opportunities, and seeing how we can work with those to develop our practice. Inductive action planning is then a process that helps you gather information, direct your activity and then monitor your progress in terms of your development.

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Attributes for teachers to become critical thinking

For teachers to foster critical thinking in themselves and their students, they need to possess and develop specific attributes. These attributes enable them to approach problems, challenges, and learning with a thoughtful, analytical mindset. Here are key attributes:

1. Curiosity
2. Open-Mindedness
3. Analytical Thinking
4. Reflective Practice
5. Strong Communication Skills
6. Problem-Solving Ability
7. Intellectual Humility
8. Empathy
9. Creativity
10. Lifelong Learner

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Write examples for critical incident.

Critical incidents are events or situations that prompt significant reflection and learning because they reveal underlying issues or provoke strong emotions. Here are some examples of critical incidents in various contexts:

1. in School (Teaching)

- A student gets very upset during class, and the teacher needs to handle the situation carefully.
- A lesson plan doesn't work as expected, and students seem confused.

- A parent complains about their child's grades, and the teacher realizes they need to explain grading better.

2. at Work

- A team misses a deadline because people didn't work well together.
- A customer complains about poor service, and the manager has to address the issue.
- An employee makes a big mistake, and everyone reviews how it happened to prevent it next time.

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Difference between dialogical reflection and critical reflection

Dialogic reflection:

It refers to a less intensive process than critical reflection. It involves a self discourse with the teacher. It's an attempt to explore an event internally. It involves considering the judgments and decision that the teacher has made during their teaching.

Example:

A teacher discusses a challenging classroom experience with a colleague to explore what went wrong and brainstorm solutions together.

Critical reflection:

This refers to efforts from a much broader perspective, thinking about historical even political perspectives on the problems which are being encountered. This is been described by Boyd and Fales (1983) as "the core difference between whether a person repeats the same experience several times becoming highly proficient in one behavior, or learns from experience in such a way to be cognitively and affectively changed".

Example:

A healthcare professional reflects on why certain patients receive less attention and considers how systemic biases may affect care.

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three broad categories of professional competence.

- 1)** Professional Values and Practice
- 2)** Professional Knowledge and Understanding
- 3)** Professional Skills and Application

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What does Problem statement mean in reframing?

In the context of **reframing**, a **problem statement** refers to a clear, concise description of the issue or challenge that needs to be addressed. It serves as the foundation for exploring alternative perspectives and solutions. **Reframing** involves reinterpreting or restating the problem in a way that sheds new light on it, often leading to innovative solutions or insights.

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Greenaway's 3-Stage Model explains in detail.

Let's look at Greenaway's three stage model. It's a very popular model. And simply called the **plan do review model**. The starting points I suppose is to talk about do have an experience in the classroom. This leads into review of that experience and then planning the next steps in teaching planning the approach that you will take. And we can look at this in terms of a model again.

Very simple. **Plan to review, doing something and reviewing thinking** about it planning. The next action and then doing the next action.

Benefits of Greenaway's 3-Stage Model:

There are benefits to this model.

- ❖ Of course, one benefit is it's very simple easy to apply model.
- ❖ And because it's focused entirely in action. It's grounded in teacher's everyday experience and that gives it a lot of value gives it a lot of meaning for the teacher.
- ❖ And because it's a very simple model it's also very quick to do it's not at all time consuming and for especially for the beginning teacher it has a lot of benefits over the more complex models. Because it's much easier to understand and apply.
- ❖ And what we're what we're actually looking at with this model therefore is something which can be practiced in schools very quickly very easily.

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Three epistemic stances:

Epistemic Stances.

An epistemic stance is essentially a way of knowing, how we come to know about particular facts, how we come to know about application of particular skills in the classroom. An epistemic stance

recognizes the processes where engaging with developmental and because the processes are developmental the thing about epistemic stances is that they will always be changing as we become more experienced and more mature as teachers. As reflective practitioner believes change, epistemic stances changes in relation to those experiences.

We can categorize epistemic stances into four key areas. +92 335 6103239

- ❖ Absolute Knowing
- ❖ Transitional Knowing
- ❖ Independent knowing
- ❖ Contextual Knowing

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Limitations of self-reflection

While self-reflection is a powerful tool for personal and professional growth, it has limitations that can hinder its effectiveness. Here are some key limitations:

- 1)** Subjectivity and Bias
- 2)** Over thinking and Self-Criticism
- 3)** Lack of Objectivity
- 4)** Time-Consuming
- 5)** Limited Knowledge or Skills
- 6)** Resistance to Change
- 7)** Emotional Barriers
- 8)** Risk of Isolation
- 9)** Focus on the Past
- 10)** Potential for Misinterpretation

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Reflection in action and Reflection on action?

Reflection-in-action:

Occurs during the activity, where the individual thinks on their feet, adjusting and making changes in real-time based on what's happening. It's an immediate, adaptive response to challenges.

Reflection-on-action:

Happens after the activity, where the individual reviews and analyzes what occurred, identifying strengths, weaknesses, and areas for improvement. This reflection aids in planning better strategies for future situations.

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