Critical Thinking and Reflective Practices (EDU406)

Assignment 1 (Spring 2022)
Total Marks: 20
Topics: 01 - 72

Instructions:

- **Late assignments will not be accepted.**
- **If the file is corrupt or problematic, it will be marked zero.**
- **Plagiarism will never be tolerated. Plagiarism occurs when a student uses work done by someone else as if it was his or her own; however, taking the ideas from different sources and expressing them in your own words will be encouraged.**
- **No assignment will be accepted via e-mail.**
- **The solution file should be in Word document format; the font color should be preferably black and font size should be 12 Times New Roman.**

Rephrase it

Topic 28

Assignment **Questions**
Total marks = 20

1. Explain in detail the 3-stage reflective model of Greenway? Also, as a prospective teacher, what do you think that how practical is it for the novice teachers? **(6+4=10 marks)**

Greenaway (1995) breaks the model down as follows:

1. DO - have an experience

2. REVIEW - review what happened and what can be learned from the situation.

3. PLAN – a way to approach the next experience to overcome some of the challenges and criticism faced first-time round.

In Doing Reviewing, Greenaway concluded "A good review helps to transform a powerful experience into an empowering learning process in which personal and social development is more in evidence. Reviewing can both enhance and demonstrate the educational potential of adventure." (Greenaway, 1992: 17).

Greenaway



this is Greenaway's model of reflection. 1. DO – create a piece of work or experience. 2. REVIEW – review what happen and draw from that what can be learnt. 3. PLAN – what steps from reviewing can be implemented for next time you approach a task.

2. How reflective writing is different from academic writing? Also, discuss in detail that how it can help teachers in effective teaching? **(5+5=10 marks)**

Academic Writing

Learning theories are often found in books or journal articles that are read by other academics. These books, articles, and journals can be written in an unfamiliar academic style of writing with particular "rules," and this can sometimes be offputting at first. The rules include using referencing to say where the information in the article comes from. Other rules can be less obvious, but they often include the need to avoid personal comments. For example, it would be seen as strange if an academic author were to say (in the middle of an article): "I don't think I have explained that very well. It was because I was worried about my pet hamster." This would be seen as being outside the usual style of academic writing for two reasons:

Personal issues and concerns are supposed to be separate from academic thinking, which is supposed to represent a sifting and filtering of the relevant information in a balanced and unbiased way.

It would be unusual to own up to personal issues and then blame these for some problem with the writing.

Reflective Writing

The difference between academic writing and reflective writing can be summed up by thinking about "I." When you are asked to use an academic approach, it is likely that using "I" in your writing will be less appropriate. However, it is acceptable to use "I" when you engage in personal reflection. Indeed, it is almost impossible to reflect without using "I."

You may think that whether or not you use "I" is only a small point. By itself, that would be true, but there are some wider effects. Using "I" gives your writing a very personal "voice." It also is likely to suggest that you are focusing on your own thoughts, feelings, or actions. For example, you might write: "I felt confident about

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asking Joanna for feedback." By contrast, academic writing aims to develop a more detached view of what is being discussed. So you might write: "This assignment considers different ideas about learning." To put it simply, if you use "I" in this context, it can make it harder to sound "academic."

The importance of reflection in teaching

Reflective practice in teaching is arguably one of the most important sources of personal professional development and improvement. Effective teachers are first to admit that no matter how good a lesson is, their practice can always be improved.

Teacher reflection is important because it's a process that helps teachers to collect, record, and analyse everything that happened in the lesson. It allows teachers to move from just experiencing, into understanding. If they don't question themselves about what their experiences mean and think actively about them, research has shown that they won't make any changes and therefore improve.

When teachers collect information regarding activities in their classrooms and take the time to analyse them from a distance, they can identify more than just what worked and what didn't. They will be able to look at the underlying principles and beliefs that define the way that they 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.

Rubric.

1. Explanation of 3 stage reflective model of Greenway: 6 marks
   Discussion on practicality of 3 stage reflective model of Greenway for Novice teacher: 4 marks
2. Difference in academic and reflective writing: 5 marks
   Help of reflective writing in effective teaching: 5 marks

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