

Edu406 Final Term VIP file

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1. Define inductive approach (2 marks)

Ans: An inductive approach is concerned with the generation of new theory emerging from the data.

2. What is the reason to establish community practice in schools (2 marks)

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

3. What are the key features of becoming reflective practitioner (5 marks)

Ans: 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.

4. How teacher increase there knowledge and understanding as a profession (3 marks)

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.

5. What are the advantages of peers observation (3marks)

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
- Recognising 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.

6. Write a note on Mezirow's model of transformational learning (5 marks)

- 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

7. What is critical incidents and give three examples (5 marks)

- 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

8. **connected reflection?**

Ans : • This is essentially the component that links experimental learning to formal training

9 .**peer observation?**

Ans : The peer observation of teaching process provides both the observe 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

10 .**critical model according to Brookfield ?**

- Ans :
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.

11 . **critical thinking ?**

Ans: 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.

12. **key features of becoming reflective practionior ?**

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

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13. schema role nation ?

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

14. jori window model feedback ?

Ans :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.

15)Group members should strive to help other team members to expand their open area by offering constructive feedback.

16-what is level of teacher's knowledge and inquiry??

Ans:

- Knowledge for Practice
- Knowledge in Practice
- Knowledge of Practice

17. Example of reframing of reflective practice?

Ans:

- For example, the way a medical doctor is different to what a civic engineer might use.

18. Role of frames in critical thinking??

Ans: •

- 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.

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19. importance of framing in critical thinking??

Ans: 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.

20-what is constructivism?

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

21.which three attitudes John Dewey described about reflective Practitioners?

Ans: Experience,
Reflection and
Learning

22. Statistical analysis?

Ans: 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

23. Relationship b/w reflective practice and professionalism?

Ans: 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

24. Jo-Hari window model.

Ans: The Johari window is a technique used to help people better understand their relationship with themselves and others, which was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955. It is used primarily in self-help groups and corporate settings as a heuristic exercise.

25. Mezirow's transformational learning.

- A disorienting dilemma loss of job, divorce, marriage , back to school or moving to a new culture
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26. How personal challenges to reflective practices can be overcome.

The personal challenges can be overcome by

Be honest with yourself

1. Ask colleagues as critical friends
 2. Pre-conceived notions
 3. Refer to the literature
 4. Refer to a mentor experience colleague
 5. Misconceptions
 6. Use checklists
 7. Develop checklist with colleagues
 8. Use colleagues as critical friends
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27. define critical thinking

Ans :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.

28. what should be in mind of reflective practitioner while leading and planning.

Ans :

- 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.

29. johndewey

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

30. 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.

31. Personal practical theory

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

32. critical model of Brookfield

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33. Peer observations

Ans : 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

34. Key features of reflection

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

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

- Be honest with yourself
- Ask colleagues as critical friends
- Refer to the literature
- Misconceptions
- Use checklists
- Develop checklist with colleagues
- Use colleagues as critical friends
- Personal Preferences

41. 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.

42. The 21st Century reflective practitioner will favour student -centered methods—for example, problem-based learning and project-based learning.

43. Problem-based Learning and Project-based Learning allow students to collaborate, work on authentic problems, and engage with the learning community in school.

44. New Teaching Skills

Innovative:

Tech Enthusiast:

Social :

Geek:

- The internet is the greatest source of knowledge that humanity has ever known, so to be a modern teacher you must be a curious person and incorporate this resource at every available option.

45: The Reflective Practitioner will make a paradigm shift from a didactic to a critical model of education to make higher order thinking a classroom reality.

46: Reflective Practitioners can work to improve student performance only by improving student thinking.

47. The fundamental problems in schooling today at all levels are fragmentation and lower order learning.

48. Self-Directed Learning

- Is listed as a key component of 21stCentury skills.
- It is intricately inked to lifelong learning
- Listed as a demand for modern societies (UNESCO, OECD)

49. Self-Directed Learning –

- The process of learning in which the learner assumes primary responsibility for planning, implementing and evaluating learning.

50. The Disney Strategy for Reflective Practice is described in terms of roles the practitioner takes on:

- The Dreamer
- The Realist
- The Critic