

EDU 406

Short Topics description Topic 134-268

02-Mar-22

@Alpha

Topic133

1. What is Reflective Practice?

"Reflective practice is the habit of inquiring and investigating a problem situation to understand how to frame a solution".

2. Is good teaching a consequence of reflective practice?

It allows teachers to adjust and respond to issues. It helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching. It helps teachers promote a positive learning environment.

3. What are the advantages of RP (Reflective Practice)?

- Reflective practice is a way of studying your own experiences to improve the way you work.
- It is very useful for health professionals who want to carry on learning throughout their lives.
- The act of reflection is a great way to increase confidence and become more proactive and qualified.

4. In which way does reflective practice boost Teacher Professionalism? Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

5. What are the 3 levels of teacher knowledge and inquiry (Cochran-Smith & Lytle, 1999)?

- Knowledge for practice
- Knowledge in practice
- Knowledge of practice

Topic134

1. The Moral Ethical Dimensions in RP (Reflective Practice). Describe?

The following dimensions (our attitudes) are very important for reflective practitioners:

- **Open-mindedness**
A reflective practitioner should respect diversity Humility Hope in the learner.
- **Responsibility**
A reflective practitioner needs to consider consequences and make meaning of the experiences of teacher and learner.
- **Engagement (Whole-heartedness)**
Curious about subject and impact of teaching on learning. The reflective practitioner is somebody who is being very critical. And asking questions about the role as the teacher.

- **Teaching as an Artistry**
Refines and hones the craft.

Topic135

1. To what things are the reflective practice linked?

Reflective Practitioner is then linked with knowledge, theory and practice. It is easy to think of it in terms of teacher knowledge and inquiry. We know that the process for teachers is very much reflexive.

2. What is the purpose of a reflective practitioner?

The purpose of a reflective practitioner is to be active contributors to the community in which they work.

3. For becoming a reflective practitioner which things do we need?

- **Research** - Defines the direction of growth
- **Build capacity** - Training
- **Infrastructure & Tools** - Software Website library
- **Idea Incubation** - align to school's curriculum
- **Knowledge Sharing** - School magazine presentations
- **Knowledge creation/ sharing** - Integrate with community

4. What are the two components of RP? Discuss either one?

Reflective practice has two key components:

1. Systematic enquiry:

It is an enquiry into professionalism in terms of teaching. It could bring beliefs to a conscious level.

2. Metacognition:

A type of reflection, metacognition is a way of thinking about one's thinking to grow.

5. The teacher growth model in RP. Discuss?

The teacher growth model facilitates the development of new knowledge, skills, and dispositions in teacher candidates by enabling critical reflection of actions in a real-world environment. In this model, teachers can pursue professional development through multiple modes of learning, which include reflective practice, research-based practice, conferencing and monitoring.

Topic136

1. What are the communities of practice in RP? Discuss.

"Communities of practice are groups of people who share information, insight, experience and tools about an area of common interest". (Etienne Wenger)

- The '**Community**' is its membership, relationships and interactions.
- The '**Domain or context is** ' its identity and focus.
- The '**Practice**', its methods, knowledge and expertise.
- The '**value**', bringing to its members, the willingness to learn, contribute to existing

knowledge and practice.

2. Why establish a Community of practice in schools?

A mechanism to promote rapid sharing of knowledge and expertise across diverse interest groups.

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

Topic no 139

• Teachers as lifelong learners

A lifelong learner teacher is strongly aware of the relationship between learning and real life, recognizes the need for lifelong learning and is highly motivated to engage in the process, and has the necessary confidence and learning skills.

• Skills the teachers as a lifelong learners

In terms of skills the teacher as a lifelong learner is working with classroom management and organization of management and technological integration for example, interpersonal skills within the context of working. In terms of the dispositions the reflective practitioner is someone who is working to develop certain wisdom in terms of reflective practice and to also a cultural awareness and acceptance of values within the school environment. As well as a confidence and a competence with inquiry into the process of teaching and reflection.

• Knowledge of teacher identity

In terms of knowledge teacher identity is developed through communication and through critical thinking and through these three domains we can consider particular aspects of the process of reflection. Knowledge definitely includes courses of education in order to develop us intellectually but also developing practical skills whether written or oral. Its written or oral communication which is a means of developing knowledge, quantitative literacy of what we are doing and also the ability to think what we are doing and also the approach to manage successfully as teachers. The skills domain is also significant for building confidence, confidence as teachers and confidence as experimenters in reflective practice.

• Dispositions teacher as a lifelong learner

So, the teacher as a lifelong learner is always extending his knowledge, the practical knowledge, the subject knowledge and the experiential knowledge they are acquiring over time. Through this teacher identity really evolves into something quite powerful and of course there is dispositions domain the attitudes, the beliefs and the assumptions that an individual reflective practitioner has about teaching and about the patterns of professional selves.

Topic no 140

• Knowledge communication

In terms of knowledge domain there is communication, how the reflective practitioner

uses communication skills effectively in terms of teaching and in terms of their reflective practice. The reflective practitioner is using appropriate verbal and written communication, articulation of ideas in order to develop their practice and develop the practice of others and it's not about necessarily communication but it's about using language to build an understanding of ideas and to bring experience together with theory.

- **Knowledge of critical thinking**

Another component of knowledge is critical thinking and the teacher specifically needs to engage specifically with critical thinking because this focus understanding of key aspects of professional practice and professional identity and informs the creation and generation of the skills for the profession in a very reasoned and logical and informed way which can be trusted by teachers and by communities of practice.

- **Interpersonal skills**

In terms of domains of teaching interpersonal skills becomes very significant for the lifelong learner. The capacity to interact with people to sympathize with others to share sensitivity towards other people in the community and to work with both adults and children very productively very positively in caring and meaningful ways and therefore producing environments which are good examples of these qualities.

- **Integration of Discipline**

Integration of discipline knowledge is very important. The discipline the subject we are working in is significant for lifelong learning because it's the subject we are teaching, we need to integrate the different perspectives of the discipline into our views of the subject and how we intend to teach that subject to the students and how the teacher brings all of these together actually helps with teacher identity.

- **Technology Integration**

Technology integration in the classroom or in the school environment is useful for constructing knowledge because it's through this process which brings reflective practice into the 21st century.

- **Organization and Classroom Management**

Organization and classroom management is another proficiency that the teacher is engaging with, because classrooms are very complex environments. Teaching engages with very complex activities and therefore there needs to be very careful supports mechanism for the reflective practitioner in this regard with relation to reflective practice.

- **Scholarly Inquiry**

Scholarly Inquiry is a very fundamental principle of reflective practice. Teachers need to be well versed with experimentation, exploration and also be knowledgeable about trends and issues which are emerging in teaching and how can we bring these to our own teaching through research and through experimentation within the academic environment.

- **Cultural Awareness and Acceptance**

And also, the cultural awareness and acceptance, the context in which the teacher is working and the diversity of personalities and experiences the teacher is working with. The teacher must provide educational opportunities for everyone, themselves and the students they are working with and their colleagues because this will strengthen everybody's appreciation through the diversity of what is potential and what is possible.

- **Competency Framework for Lifelong Learning**

To develop teacher identity, we can look at the competency framework for lifelong learning. This is a framework which enables the reflective learner to consider components of their practice which will help them develop their identity as teachers. The competency framework which is about lifelong learning is a framework which is continuous and supportive and most importantly it is also impairing for the individual.

- **What is essential goals?**

There can be essential goals, dictated perhaps by the school community or by wider society. These are goals that are essential for us that we do not have a choice about.

- **Problem-solving goals**

We also have problem solving goals. We experience issues in the classroom, problems in the classroom and therefore we have goals which we set to overcome those problems.

- **Innovation goals**

Then we have innovation goals. Goals which are about change, development and about professional growth which all come together to lead to professional teacher identity and we can look at this in terms of smarter framework.

Topic no 142 + 143 + 144

What is work-based learning?

Work based learning is that it incorporates range of words and phrases we describe it.

For Example;

- Things like CPD
- Continuing professional development
- Things like vocational learning

How many types of perspective?

Narrow perspective	Broad perspective
<ul style="list-style-type: none"> ● It's about learning in the workplace ● It's driven by employer needs and motivation 	<ul style="list-style-type: none"> ● It's about learning relates to work ● It's driven by individual and societal need

What is MIDDLE GROUND in work-based learning?

The middle ground where work-based learning is influenced by the needs of the students that we are working with or perhaps by the system in which we are working.

Work-based learning can be;

- Driven by individual
- Or driven by organizationally

What are Dimensions of work based learning?

- 1) Outcomes and process driven curriculum
- 2) Learner centered
- 3) Self directed learning
- 4) Experiential
- 5) Evidenced based assessment
- 6) Flexible

These form the key **PADAGOGICAL FEATURES** of work based learning.

What are the key issues, challenges and opportunities of work based learning?

- Overcoming the communication barrier
- Expanding range of pedagogical skill
- Encouraging good pedagogical practice
- Engaging effectively with employers
- Transforming quality
- Meeting the requirements of design and delivery

What are the 3 simple guidelines of positive and successful work based learning?

- 1) Work based learning is structured to be incremental and measurable
- 2) Work-based learning is supported by appropriate planning and training
- 3) Work-based learning is connected to other support activities

Describe work-based learning through reflection?

REFLECTION is an active process where the teacher gains an understanding of experiences which have contributed to professional knowledge and practice.

Reflection practice is an active deliberate process of critically examining practice.

Topic 145 + 146 + 147**Qno1: What is regression abstraction?**

Ans: The reflective practitioner is looking at and then finally how to generalize from all this questioning how to actually make broad understanding from specific experiences and this is known as regression abstraction.

Qno2: Steps of Socratic method.

Ans:

- **Elicit :** Your purpose that students are repeating this behavior in other classes
- **Clarify:** you ask self searching Questioning and formulate a preposition that poor behavior is learned in other classes.
- **Test:** Testing our understanding and testing our assumptions and presumptions.
- **Decide:** After testing your proposition. You decide whether to accept or reject your proposition as continue to modify your beliefs in the face of new information or questioning.

Qno3: Level of reasoning in bloom's taxonomy.

Ans:

- Create
- Evaluate
- Analysis
- Apply
- Understand
- Remember

Topic 148 + 149

Questions for each step in Socratic method part 2

Questions are very powerful tool and can be applied to various levels of cognition i.e from lower order thinking to Higher order thinking.

Types

There are various types of questions are:

- **Questions of purpose** - these forces to define our task.
- **Questions of information-** these forces us to look at our sources of information as well as the quality of information. These demand the reflective practitioner to look for evidences look for title in a particular situation.
- **Questions of interpretation-** force the reflective practitioner to interpret to take the information and begin to make meaning from that information and view the situation from various angles and perspectives .
- **Questions of perception** - force the reflective practitioner to look at information understand it and then that reflect internally and was assumption vs junctions we have which are affecting the information .
- **Questions of implication** - means that a reflective practitioner needs to follow where information is leading and begin to predict outcomes and conclusions from the information.
- **Questions of point of view-** are about to reflective practitioner examining their own concepts in relation to question so that practitioner is not removed from the process of reflection and experience but understand the connection and the interrelationships .
- **Questions of relevance** - forces to make decisions about how thinking and evidence is using so we can make better decisions at questions we are forming .
- **Questions of accuracy** – help with reflective practitioner to evaluate and test for truth and correctness means the questions we are asking help us to see the reality of a situation on rather than be blind towards it.
- **Questions of precision-** force the reflective practitioner to give details and be specific means to be accurate .
- **Questions of consistency** – force the reflective practitioners to consider data and information overtime to see that information is consistent .
- **Questions of logic** -help the reflective practitioner to consider the situation as a whole and how questions connect in sequential and logical way leading the teacher from a starting point to the ending point.

All these questions types reflective practitioner to develop sense from lower order thinking to higher order thinking.

Topic 150

Socratic method and critical thinking

The Socratic method involves two primary processes .

- The destructive process
- The constructive process
- **destructive process**

The destructive process looking at our questioning or reasoning is logical or does not make sense and trying to identify flaws within our reasoning.

- **Constructive process**

The constructive process is completely opposite the destructive process . In this process reflective practitioner is encouraged to replace the flawed thinking with logical and justifiable thinking.

In this way critical thinking and Socratic questioning both share a common end. They are both focused on the process and quality of questioning and learning.

Critical thinking gives a comprehensive view of a situation by looking at it from various perspectives and essentially the ultimate goals in quality.

Goals of critical thinking

The goal of critical thinking is to establish an additional level of thinking to our thinking a powerful inner voice of reason, to monitor and access in order to re- constitute in a very meaningful way and understand our responses .

The process of dialogue is very important in critical thinking .

Topic 151

How to be reflective

At times , it becomes a little difficult for a busy teacher to become reflective. There are a number of tools available for a teacher to become a reflective practitioner . Some of the tools are significant and will only take a few minutes of a teacher's time to make a reflection enrich .

Approaches:

There are four approaches that can help a practitioner develop better reflective

skills. These are ;

- Feedback
- Participant observer
- Empathy
- Reflective journal

Most efficient approach:

The most efficient approach to reflection is feedback . Feedback is Central to the process of reflection it can be both verbal and written. Feedback can be received on approaches to teaching and also on beliefs, values , skills and behaviors and the way relate to others. The asking question in term of reflective feedback is asking others how I have accurately perceived what I have seen and heard with more clarity. It can be anyone; student, colleague, someone more experienced or the line manager but someone who is trust worthy.

QNO1: : How to be Reflective, the Practice of Reflection?

ANS: The Practice of Reflection:

The practice of reflection how can the busy teacher find the time for being reflective well there are a number of tools approaches that the reflective practitioner can use and it's useful just to be aware of some of these tools which are actually very efficient in terms of the time that we spend on them.

QNO2:What is the key question of reflective practitioner in practice of reflection?

ANS: The key question for the reflective practitioner in terms of seeking feedback is how can I see and understand the experiences I'm having with more clarity and perhaps not through a conceptual frame which is unique.

QNO3: How many approaches that can help practitioner develop better reflective skill?

ANS: These are four approaches that can help practitioner develop better reflective skill:

- Feedback
- Participant observer
- Empathy
- Reflective journal

TOPIC NO 152

QNO1: HOW CAN WE REFLECT WITH OTHERS?

ANS: It's always good to look for other people that you can share and reflect with in order to facilitate this sharing of experience and sharing of feedback and reflection and there are a number of approaches. A very efficient approach would be to simply engage in dialogue and conversation in debate with other people other professionals the colleagues that we

work with in schools and this debate that we can engage with other professionals is very valuable.

QNO2:How can valuable feedback to be reflective?

ANS: This is valuable feedback for the reflective practitioner because it provides information in terms of what we're trying to do and most importantly we can get feedback from the parents from the families in terms of the students' progress what their expectations and their interests are in this regard.

TOPIC 153

QNO3:which one is the important parts of reflecting process when e practitioner needs to, describe experiences ?

ANS: This is an important part of the reflection process because a reflective practitioner needs to, describe experiences and therefore recall very clearly those experiences and link that to knowledge that they hold that's at the lowest level at the highest level we can talk about synthesis and evaluation of the knowledge that we're acquiring.

QNO4:Write down the s Bloom's taxonomy three domains?

ANS: Bloom's taxonomy is divided into three domains:

- 1 The first domain is the cognitive domain which is knowledge-based the development of an acquisition of knowledge for the reflective practitioner.
- 2: The second domain is the psychomotor or the skills-based domain.
- 3: The third domain is the affective domain or in other words, their feelings and attitudes and values that the reflective practitioner has.

Topic : (154 -156)

Becoming a Reflective Practitioner:

The practice of Reflection:

The professional Development plan (PDP)

What is PDP ?

- A way of recoding , reflection on and writing about the practical outcomes of experiences .
- A personalized record of one's career or experiences.
- Why keep PDP?
- It provides you with a record of your professional development.
- Useful as a means of updating a curriculum vitae .
- It personalizes learning by encouraging the teacher to own and value their development and achievements .
- It enables the individual to demonstrate coherence in their professional development and plan for the future .

The practice of reflection

Example of a PDP

What am I good at?	What am I not so good at?
What practices I want to continue ?	What areas I wish to improve in?

The practice of reflection

The process

- How are you going to develop the skill?
- That is the time frame for this development?
- How are you going to check whether you have been successful at developing this skill ?
- The practice of reflection

Reflecting on your PDP

Do you feel you have succeeded in your personal and academic development ?if so ,and why ? if not, why not ?

What changes would you make to the personal /academic development plan if you had to do it again?

What is the main thing you learn from the process ?

What other things have you learnt from the process /

That ideas have you had for developing other areas of your own practice.?

Why be a reflective practitioner?

- To be enable professional development.
- The knowledge economy.
- Undertaking continuous professional development is a requisite of working as a teacher.
- To maintain quality –
- Reflecting on what went wrong and why = important
- Reflecting on what went well and why = good practice
- Reflection then includes hard systematic thinking and a soft initiative insight, leading to a plan of action based on the critical evaluation of all the available evidence.
- Don't just think about what went wrong /well and why – also plan to improve skill if necessary , or to use those skill in future event .

What can reflective practice do for me ?

- Enhance yourself awareness
- Develop creative answers to difficulties.
- Enhance your problem solving skills
- Enhance your ability to evaluate
- Enhance your ability to action plan for success
- Make you an effective manager.

Ghayle`s process of development

- Personally meaningful
- Paired and relevant

- Insightful and relevant
- Good evidence is important
- Represent the standard
- Demonstrate competencies of standard

Ghaye's of process of development

- A reflective practitioner is someone who does something and is automatically reflective
- Reviews what happened and asks why? how? Where? What?
- What skills can you take forward/need to improve/develop?
- How will I do this?
- The best practitioners are constantly learning, evaluating and refining their practice, even after years of experience.
- The next stage is to apply what you have learned from one situation to the next

Topic : (154 -156 Ends here)

Topic 157

What is Professionalism?

Professionalism for the reflective practitioner is about looking at the values and the practices which encompass these standards, which we can consider as being a key foundation stone to professionalism, so for reflection for the reflective practitioner we need to think about a concept called professionalism in action.

- **What is meant by professionalism in action?**

Professionalism in action is simply looking at our professional role our professional attitude and behaviors the Skills.

- **Which avenue teachers need in terms of being a professional?**

Avenue is the teacher's role in terms of a pastoral role, within the school. This is essentially about the care and the attention that we give to those that we're working with. , for example students in the classroom students who were shy and withdrawn or lacking in confidence, we're focusing reflection on the approaches that we're using to help those particular students integrate. This is an example of where the reflection is pastoral.

- **The nature and purpose of professionalism or teacher Identity**

There are two teachers perhaps working in a school teacher one we See as somebody who has a very high focus on the pastoral care of students, in contrast to the Academic focus that they may have for teaching. Another teacher in the same school may have a different focus their focus is more towards the Academic attainment of the students, rather than a very strong focus on their pastoral care. We Can see that teachers can be located differently within the school, what that actually shows us is That no teacher is the same as any other teacher.

Topic 158

- **What this tells us about the nature of professionalism?**

This tells us that the teachers within their particular environment need to be mindful of their idea of themselves, as a professional their identity because too much of a focus in one particular area, actually can mislead us into think we're performing well.

- **What these teachers in this example could be doing,?**

One should be doing is looking to see how they can move their practice to different levels of attainment.

- **What does a reflective practitioner who has strong personal focus can do?**

He should focus on the pastoral impact Of their work, needs to look to increasing the academic focus so they're high in both areas.

- **What does a Reflective Practitioner who has strong academic focus can do?**

He needs to think reflect more on the pastoral approach that they're taking with the students, so that they're moving towards ever Increasingly high levels of reflection.

- **How we see our professionalism and our identity as teachers,?**

Within the classroom within the school as a professional and this leads us to a place of good practice and excellence, but enables us to do it in a very unique and individual way, so we don't lose our uniqueness, we actually develop and grow that uniqueness through this movement towards excellence.

Topic 162

1. **How is the reflection on professional roles important?**

Answer:

Reflecting on professional roles also leads us to the consideration of how we're contributing to the life of the school. Contribution to the school is important because it's an indicator of the vibrancy of the school and the quality of what's going on there. This generates several important gains for the whole school, the school community.

2. **How important is school effectiveness for us?**

Answer:

School effectiveness becomes important for us because we can view this from several outcomes, outcomes in terms of how well students are attending classes, attending the school throughout the year and also the individual student's attitudes towards teachers and the school and learning.

3. **What are the nine characteristics of high-performing schools?**

Answer:

1. A clear and shared focus
2. High standard and expectation

3. Effective school leadership
4. collaboration and communication
5. Alignment with straight standards
6. Monitoring of learning and teachings
7. Focused professional development
8. Supporting learning environment
9. Family and community environment for all students.

Topic163

1. What is the organizational impact on reflective practitioners?

Answer:

For reflective practitioners, there is an impact on reflection due to organizational dynamics so the reflective practitioner needs to think about how to reflect within the organizational framework.

2. What is the first question for a reflective practitioner in a working environment?

Answer:

The first question for reflective practitioners when they are in the working environment is to think about the "Team" that they are a part of.

3. What is a team?

Answer:

A team is more than just a group of people. A team is people coming together with a common objective to achieve.

4. What the reflective practitioner needs to understand regarding teams?

Answer:

The reflective practitioner needs to understand the impact of groups and teams and their role within the school. It is true to say that all teams are groups but all groups are not teams.

5. Are all groups and teams assembled for a common goal?

Answer:

No, some groups and teams are people assembled in the same place without any common goal or mutual accountability.

6. What are the permanent teams in an organization?

Answer:

Department teams are the teams that are permanent in an organization.

7. What is the role of the team in a school environment?

Answer:

Teams come together for particular tasks or activities within the school environment.

8. What is the name of some other team which work together?

Answer:

The Total Quality Management (TQM) team also work together.

9. What is a temporary or short-termed team?

Answer:

Some teams are temporary which tend to be very short-termed and are focused on achieving a particular goal.

10. What are the task characteristics in a team?

Answer:

Teams perform better when task characteristics are clear, relevant and accomplishable for the team.

11. What are the imposing characteristics of a reflective practitioner in an organization?

Answer:

The reflective practitioner within the organization can see the imposing factors which are;

1. Easy to implement
2. Task interdependence
3. Share common inputs, processes or outcomes.

12. What are the types of teams?

Answer:

Two types of teams are;

1. Homogeneous team

Homogeneous teams comprise a group of individuals who have more efficient coordination, are better at working together, developing an entity in their own right. There is a higher degree of satisfaction and considerably are less complex.

2. Heterogeneous team

Individuals working in a group who are not functioning as a team and have more conflicts and the pace of work is relatively slower are known as Heterogeneous. Heterogeneous teams are more creative but are more complex.

13. What should a reflective practitioner understand for becoming successful?

Answer:

The reflective practitioner needs to understand the organizational dynamics in order to be more successful and reflective.

Topic 164

1. What are the group dynamics of a team and its functioning?

Answer:

The group dynamics of a team go through different levels of functioning.

1. The initial stage of functioning is called '**Forming**'. This is where the group gets together and starts to know others in the group. This is the first stage of team building and sets the tone of how the team will operate.
2. The second stage is called '**Storming**'. This is where conflict can arise in the group because people have different ideas on how work can be done and different people will try to lead the group towards achieving a certain goal. This can impact the effectiveness of the group. Once the group gets past the storming stage, the group is known to move into the '**Norming**' stage.
3. In the '**Norming**' stage, the individual roles are clearly defined and people start to take on those roles within the group efficiently and effectively and they start working as a functioning team moving towards the performing stage where everyone supports each other and understands how to work towards achieving a common goal.

4. If it's a temporary group, the individual members leave the group after completing a particular task. This stage is known as the '**Adjourning**' stage. At this stage, group members leave each other and then there is no need for them to stay together.

2. What the reflective practitioner needs to look at to reflect on team norms? Answer:

To reflect on team norms: the reflective practitioner needs to look at these aspects that how members are interrelated to each other and how to work efficiently and effectively.

Topic 165

Which factor can impact on organizational dynamics?

A factor which can impact on organizational dynamics for which the reflective practitioner needs to be aware is therefore about team cohesiveness.

- **What makes team cohesiveness?**

1. Team cohesiveness is based around a number of factors of team and the way the team works.

2. The individual members of the team have similarities and the extent of those similarities the amount of member interaction actually creates team cohesiveness with less interaction less communication.

3. The team becomes much more disjointed the team size has a significant impact on team cohesiveness. A smaller team will be more cohesive than a larger team if it is difficult for a new member to join the team this suggests that the team is actually very strongly cohesive.

A. new member joining would be able to join very easily if the team is not cohesive and, how the team deals with challenges and, the success associated with those challenges.

- **What is social loafing?**

This phenomenon is called “social loafing”—the idea that some people put in less effort in a group setting. Social loafing occurs when there is a diffusion of responsibility and a shift of focus from individual performance to group performance.

- **There is a low focus on task achievement and low connection between the team goals and the school goals. What does it mean?**

This means that routines become very routine and mundane and actually the performance of the team reduces. It introduces there for a very low performing ideal of the team and does not therefore at all lead to any sort of excellent performance. These aspects of the team are important for the reflective practitioner to consider.

Topic 166

- **What is meant by task interdependence?**

Task interdependence is an important area to reflect on for the reflective practitioner. This task interdependence becomes very important because as teachers in a school environment were all dependent on each other for the effectiveness of our work and to support the effectiveness of other people's work.

- **How task interdependence can be very high ?**

When task interdependence is high, the team is able to function very cohesively and achieve high levels of performance. We can think of task interdependence as reciprocal. This is where every member of the group is able to talk to every other member of the group. This is known as reciprocal interdependence because every member has access to others.

How task interdependence can be very low?

Where task interdependence is quite low this is where all the members of the group actually communicate actually interact through some other medium a resource or some other individual resource person. There are no direct lines of communication between individual members of the group.

- **What is meant by reciprocal and sequential interdependence?**

Reciprocal interdependence:

This is where every member of the group is able to talk to every other member of the group. This is known as reciprocal interdependence because every member has access to others.

Sequential interdependence:

This is where individual members of the group refer only to certain other members rather than all members.

- **How a chain is formed**

A chain is formed of communication through the group.

- **What is meant by effective team?**

An effective team is one where people are not only willing but able to communicate directly with every other member in the group.

- **What are five C for team composition?**

The first C is cooperating how our individual members in the team cooperating with other members of the team.

The second C is coordinating, how are that the team members working in a coordinated way supporting each other guiding and directing each other.

The third C of team composition is communicating a high level of communication between all team members will promote team effectiveness.

The fourth C of team composition is known as comforting or in other words psychological support. This is how the team is actually managing difficulties overcoming conflicts supporting each other through difficult times.

The final C is conflict resolving, how the group is moving from the storming stage of its development into the norming and the performing stage of its development .Team Interdependence and depends on a number of factors and the reflective practitioner can try to identify these factors ,the extent to which these factors are having an impact a positive impact on the group ,things like understand individual or understanding of the roles that people take on in the group and also learning to coordinate activities between each other in the group.

Topic 167

- **What is meant by idea of group think ?**

This is where the individual members of the group are so strongly cohesive and so focused on the task and the social identity of the group that individuals will not question the activities of the group not question to what extent they're achieving the objectives in favor of just maintaining the group identity. This can actually lead to a number of factors which are barriers to reflection.

- **What does barriers do?**

The barriers actually prevent the reflective practitioner undertaking any sort of reflection because it would challenge the group, to an extent that it couldn't cope with and this would be very uncomfortable for the individual group members. There could be for example negative feedback to the reflective practitioner and also a very unquestioning nature in terms of the roles that they're taking on.

The teaching that they're engaging with, we know that reflective practice requires a very questioning approach to teaching.

- **How school structure can be affected?**

Each school with its structures can be affected to a very great extent by this behavior, because the group can affect other peer groups and other individuals vary significantly through the pressure that they can exert within the school and entire schools' structure. Group norms and the social identity of individual members gets affected and can be put at risk and by such dynamics in a group.

- **What should Reflective Practitioner do to maintain school structure?**

The reflective practitioner there needs to be somebody who works within organizational structures and reflects on those structures and how people are working within those structures how teams are working within those structures. The reflective practitioner not only needs to reflect on good practice but also needs to reflect on the level of dysfunction that teams are exhibiting.

TOPIC 173 TO 175

What is situated learning?

Learning and development for the reflective practitioner does not happen in isolation and there is a notion around modeling and mentoring in school where learning is situated. We can think of it as "learning to teach" and "teaching to learn"

Explain the stages of situated learning?

- **Stage 01:** Implicit modeling of strategies and values
- **Stage 02:** Explicit modeling of reflective learning and change in practice.
- **Stage 03:** Linking practical wisdom to abstract theory.
- **Stage 04:** Reconstruction by teachers in the classroom

How we can say that reflective practitioner as teacher and as learner?

Situated learning focuses in a holistic way on teacher learning-enabling teachers to think critically and originally about the work they are Engaging in Question existing practices And exploring new principals

What is social learning?

Social learning distinguishes between the acquisition of knowledge (learning) and the observable performance based on that knowledge or (behavior).

How many types of learning??

ENACTIVE LEARNING	VICARIOUS LEARNING
Consequences are seen as proving information about appropriate; Actions Creating expectations And influencing motivation	is learning by observe others. Emphasis the powerful effect that modelling and therefore reflective practitioner imitating those behaviors and values and learning occurs through this imitation.

Write the main modes of observational learning?

First, observational learning can take place through vicarious reinforcement. **Second**, imitates the behavior of a model even receives no reinforcement or punishment while the observer is watching.

Write four important elements to be considered in observational learning?

Attention pays in watching a role model

- Retention-understanding and learning from that observation
- Production-individual putting in practice what has be learned
- Motivation and reinforcement-reflective practitioner uses his observations to motivate themselves and to reinforce new behavior.

What are five possible outcomes of observational learning??

- 01) Teaching new behaviors
- 02) Encouraging already-learned behavior
- 03) Strengthening and weakening inhibitions
(it also called ripple effect)
- 04) Directs attention
- 05) Arousing motivation

What is dialogue as a self-assessment tool?

- To assess knowledge
- To assess practice
- To evidence reflection on practice
- To assess professional learning

Write the characteristics elements of dialogue for reflection?

These are following;

Trust, empathy, understanding, openness, self awareness, growth, mutual responsibility, listen, interrogation, inquiry, responsibility, challenge.

Defining dialogue reflection?

Conversation with a purpose

It involves the reflection practitioner in moving forward professionally Care it terms of the professional dialogues that takes place.

Why dialogue is quite complex with another?

The dialogue is quite complex and involves complex interaction with another because there are not only needs to be speaking but also listening. Effective dialogue in terms of professional conversation engages in turn taking mutuality in terms of sharing information and working with understanding and there of course is based on different expectations and intentions for the dialogue.

TOPIC 173 TO 175 ENDS HERE

Topic 176

Reminder: Dialogue as a self assessment tool

The RP can engage the biological process to develop their practice.

- **Dialogue:**

Dialogue is a self-assessment tool to assess knowledge and practice evident to assessment, to assess the quality of learning.

Dialogic reflection can be different from written reflection.

Written reflection is a quite static and superficial whereas **dialogic reflection** is much more flexible and multilayered because of the level of interaction.

Written reflection is just writing reflectively whereas **dialogic** one is much easier to reflect on. It's much easier to show and explore. In **written Reflection** values emerge overtime whereas in **dialogic** it is much easier to engage and explore in particular values. **Written reflection** Is limited to words and that has a limit but on the other hand the dialogic reflection is quick and easy providing opportunity to probe into details.

Written reflection is limited to probing questions . Therefore, can be quite limited in terms of depth of learning written reflection is positive and useful because it's possible to evident all the experience.

Dialogic reflection requires backup evidence as any form of written expression is missing in it .

- **Advantages of dialogic reflection**

The dialogic process is very useful because it is quick and easy to engage with but there are limitations to it as well as positive attributes. The outcomes of dialogical reflection includes an assessment of informal learning which is engaged with in the school environment and from experience in classroom. It is useful because it creates a space for learning between individual and regularity in terms of reflection and therefore learning it's a process of interacting with others, envisioning and reprofiling professional rules and notions about teaching and learning.

Dialogic process is very useful as a professional development tool and is a means of organizational change .

Topic 177

Asynchronous Discussion (AD)- The Theory

Definition:

Asynchronous discussion refers to an online discussion that participants can access and participate at different times and at their convenience.

For instance

Technology Use in an Online MBA Program. 7. Students and/or instructor are not necessarily engaging in a discussion in real time.

Halliday's social semiotic perspective in term of dialogic process tells us that language that we use simultaneously performs three macro functions

- Ideational
- Interpersonal
- Textual

Halliday's social semiotic perspective on learning believes that language is socially shaped by experience but is also shaping on experience there is an interplay between language and dialogue.

Topic 178

Asynchronous Discussion: The practice

Asynchronous Discussion as a practice of dialogic process needs to be designed. It just happened instantaneously and it can be designed by some other individual perhaps a mentor rather than RP.

It's very much about asking teacher to reflect on theories have learnt about teaching and how learning about teaching is being understood and applied in different situations.

AD occurs over time rather than spontaneously providing time for thinking about events it provides RP to think about events in details it can occur via email and text and this the main

means for AD because the time taken is involved in written expression but care needs to be taken by RP that dialogue means a dialogue not a monologue. It's an interpersonal discourse. It's about showing and giving Admirations, celebrating, success and encouragement developing suggestions clarifications and invitations for more discussion.

TOPIC NO 182

QNO 1: Define Peer observation.

ANS: There are number of benefits to the reflective practitioner of using peer observation:

- Peer observation helps the individual maintain and enhance teaching quality and therefore improving students learning experiences.
- It is a process of building awareness for an individual about variety of practices that they can be using in the classroom.
- It is a way of reflecting on the various aspects of their approach and their teaching practice that they are aiming to master.

QNO 2: Write down the stages of peer Observation process?

ANS: THESE ARE FOLLOWINGS:

Stage 1: Briefing session-before observation where a focus is given to the observation then the observation followed by post observation.

Stage 2: Observation Session-there is reflection and feedback from the observer and then there needs to some recording of the observer.

QNO 3:What is the process of peer observation?

ANS: Peer observation of teaching is a **formative process where two peers work together and observe each other's teaching**. The observer offers feedback to the colleague who is doing the teaching.

QNO4: What are the collaborative observation and their feedback?

ANS:These are following:

- Briefing session.
- Observation section.
- Post-observation section.
- Production of record observation.

QNO5: Define post-observation section.

ANS: During the Post-observation Conference, **the principal and teacher discuss the part of the lesson that was observed by the principal**. The Post-observation Conference Form guides the conversation and documents information discussed.

TOPIC NO 183

QNO1:Write down the four keys of peer- observation.

ANS: There are four key focus areas for peer observation:

- Planning/Organization/ content
- Teaching Strategies/resources
- Presentation/management
- Assessment/monitoring

QNO2:Briefly, discuss the teaching strategies/ resources in peer observation.

ANS: * Observer is checking that the methods are appropriate to purposes of session.

* Methods are chosen about students' abilities, needs and needs of students.

* Methods are chosen to gain interest and participation.

QNO3: ASSESSMENT MONITORING.

ANS: The observer wants to see that individual teacher is monitoring learning throughout the individual lesson and looking at a suitable method are used to identify and monitor students' progress.

TOPIC NO 184

QNO1: What is buddy system? In Collaborative Observation and Feedback.

ANS: The buddy system is a **procedure in which two individuals, the "buddies", operate together as a single unit so that they are able to monitor and help each other.**

QNO2: Define circus.

ANS: observation circus this is where colleague A would observe colleague B , colleague B would observe see and colleague C and colleague C observe colleague A, and this can go around the group continually and can be in reverse order so that all participant observed each other.

QNO 3: Discuss when you are observer.

ANS: During observation so not be distracted by the content if you are there to observe teaching strategies, for example, it could be looking at teaching strategies and rather than resources.

- You should also allow the one being debriefed to say something about the observation before you give feedback.
- Focus comment on the behavior not the person in the classroom rather than products.

Topic 185

What is lesson study?

Lesson study is another collaborative observation technique that the reflective practitioner can use study was developed in Japan for teachers to systematically examine their practice the goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students.

The core activity in lesson study is for teachers to collaboratively work on a small number of “study lesson”. These lessons are called “study” lessons because they are used to examine the Teachers’ practice.

- **How to work on a study lesson?**

1: **Research and preparation:** The teachers jointly draw up a detailed plan for the study lesson.

2: **Implementation:** A teacher teaches the study lesson in a real classroom while other group members look on.

3: **Reflection and improvement:** The group comes together to discuss their observations of the lesson.

4: **Second Implementation and reflection:** This is optional but after first discussion reflection phase and the teacher may go back and teach the lesson again or another teacher may teach that lesson.

- **How lesson plan supports lesson study process?**

Teaching tool—it provides a script for the activities of the lesson.

Communication tool—it conveys to others the thinking of the teacher who planned the Lesson.

Observation tool—it guides what to look for in the lesson; it is a place for the observers to record/share observations. And so all together this process is very collaborative very systematic and can lead to high levels of reflection and development.

Topic 186

- **How do RPs Share Learning from Lesson Study?**

Lesson study is a powerful tool of collaborative observation for the reflective practitioner. There are number of ways for it could be very formally through things like reports and publications but perhaps it could be more informal through rotating teachers through different grade letters or just through informal mechanism in the school.

- **What are outcomes of teaching and in this sense the lesson study**

has several imposing factors which is down to do like students needs as well as pedagogic approaches used to respond to students needs?

Sharing the outcomes of lesson study can be very formal like in things like reports or publications and what is important to remember is that this type of sharing of knowledge is not Just about including materials or lesson plans but there needs to be some sort of reflection there are of the discussions around the construction of those lessons the motivations and the goals behind those intended achievements even challenges that were expected.

- **What are 3 basic benefits of using outside observer?**

1: an individual can give a different perspective when reacting to the lesson study. 2: an outside observer can provide information about content/new ideas.

3: and observer share the work of other lesson study groups.

- **What is open house ?**

In Japan they use something called open house this is where individual teachers can share their lesson study work with other schools.

- **How teachers can be rotated?**

Teachers can be rotated through grades levels within their schools.

- **What is structural support for teachers?**

There can be structural support in the school itself Teachers in terms of sharing the learning from lesser study.

These can be very simple like for example the staff room teachers being able to sit down in a calm and relaxed environment drinking tea can share processes can share learning from experience and teachers can do this very informally that a lo can be gained from that. So lesser study is a very powerful way and a collaborative supportive way for the reflective practitioner to develop.

Topic 187

- **What is meant by group and peer supervision?**

Within collaborative observation there is a focus person the reflective practitioner and a mediator and supervisor. Looking at these three roles and how they combine the focus person is the subject of the dialogue essentially, they provide the subject of discussion within the group.

The supervisor listens actively, ask questions in an appropriate way to build confidence and self-esteem, using the answers to investigate further and deeper.

The mediator is one who listen actively to the dynamic process between focus person and Supervisor and to work to support the process of dialogue.

- **What are the roles of focus person , supervisor and mediator? Focus**

person: Clearly defines theme and subject of the dialogue.

Supervisor: Asks questions about what has been seen and heard in an investigative, exploratory, and appreciative way.

Mediator: Gives feedback on the process of the dialogue, its structure and depth. Mediator listens carefully and then sums up the content and the process and the dialogue between the two.

- **What is the role of reflecting team?**

1. The role of the reflecting team is about listening to the dialogue without interrupting.
2. Reflecting team take notes on the dialogue to record the content and to give a focus to the Individual concerns.
3. And notes will also help the reflecting team finds connections between experiences and To understand between different aspects of the process.
4. The reflecting team discuss what they have seen. They can be posed, directions that can Be followed.

- **What are the rules for group and peer supervision?**

1. There are rules that should be followed the roles within the group need to be very clearly defined theme structured by the focus person.
2. The approach should be very appreciative of the focus person rather than constructive.
3. The feedback needs to be clear and precise.
4. Supervisor should engage in useful questioning technique which help to develop depth and detailed.
5. The whole process should about build confidence for the individual.

- **What is constructive feedback?**

1. Should be respectful the focus person and acknowledge the insights of others reflecting team, their values, opinions and their ideas.
2. Show understanding and recognition of the other's feelings and views.

3. Help the others to be better understanding, strength, weaknesses, and potentials.

- **What is questioning technique?**

Questioning technique is an important part of group supervision then open question are used as these and promote examination and exploration for example question like can you give me more details about? To make the other elaborate and argue: like why use this activity...? Why did you do this thing...?

- **What challenge supervisor should given to focus person?**

What did/do you intend the students to learn?

Direct (which resources are to be used in this activity?)

In Direct (how do you think the students will interpret the result?)

- **What is the use of close questions?**

Using close questions for validation and interpretation (is it correct when understand that thing because the answer is yes or no and that's provide clarity in terms of reflection.

- **What are probing questions?**

Probing questions (what exactly?) and funnel questions can make the other focus.

- **What is meant by developing dialogues?**

The process of collaborative observation where there is a focus person, and a supervisor has a number of dimensions to it can be used to inform the group to aspect of practice. It can be used to influence practice or the focus person and there can be very linear assumptions about the practices which are being employed as well as circular assumptions or in other words the ability to look back and then to change practice from what has been going on.

Topic 191 + 192 + 193

Qno1: Drivers for Inter- Professional Learning

Ans:

- need to create some changes to modify attitudes and perceptions.
- for making change remedying certain aspects of the teaching practice between professionals in the learning environment.
 - to reinforce collaborative competence to secure collaboration.
 - to implement policies
 - to implement new services
 - to effect changes
 - to enhance job satisfaction and ease stress

Qno2: Principles of Inter-Professional Practices.

Ans: Five Principle of IPL:

- Improves the quality of teaching- IPL underpins the reality of the complexity of education. Individual professionals working in isolation does not develop expertise.

- Focus on the needs of students-IPL puts the needs and interests of students at the center of the practice.
- Respect the integrity and contribution of each professional- participants in IPL are equal learners.
- Increase professional satisfaction--This is achieved through mutual support and guidance. It is through this process that the individual teacher can discuss with others about their roles and responsibilities and is collaborative practice.

Topic NO 197

Q no# 1. Define Grounded theory or what grounded theory is.

Answer

Grounded theory is way for a reflective practitioners to focus in generating ideas theoretical ideas or in other words hypotheses based on their experiences rather than having these pre-defined in texts and by others and therefore grounded theory is derived inductively by the reflective practitioners or simply by looking at the phenomenon and trying to understand experience from a cognitive and metacognitive point of view.

Q no# 2. Describe core elements of Grounded theory.

Answer

- Inquiry shaped by the aim to discover social and social psychological process.
- Create analytic codes and categories from the data.
- Data collection and analysis proceed simultaneously.
- Analytic process employed prompts discover and development rather than verification of pre existing theories= inductive.

Q no# 3. Describe the purpose of Grounded theory.

Answer

- To develop theory about phenomenon of interest which are grounded or rooted in observation.
- Allow the reflective practitioners to take a research role in order to seek out and conceptualize latent social patterns and structure through constant comparison.

Q no# 4. Define coding or what is coding?

Answer

- Coding can be done formally or informally.
- While you do comparison you will be taking notes and coding.
- Coding identifying categories and properties.

Q no# 5. What is viewing of constant comparison?

Answer

- Provide abstract conceptualization to avoid descriptive interpretation.
- Help facilitate the discovery of patterns in the data.

Topic no# 198

Q no# 1. Describe stages in which grounded theory is developed.

Answer

1# open coding. A procedure for developing categories of information.

2# Axial coding. A procedure for interconnecting the categories.

3# Selective coding. A procedure for building a story that connects the categories producing a discursive set of theoretical proposition.

Q no# 2. Describe the model of casual conditions.

Answer

- Central phenomenon context.
- Intervening conditions.
- Actions/interaction strategies consequences.

Topic no# 199

Q no# 1. Describe the sources of theoretical sensitivity.

Answer

- Professional experience
- Personal experience of an event Theoretical sensitivity

Topic 200

Q1; what are the Two main variants of Grounded theory.

1. Strauss and Corbin (1990) provide a one coding paradigm (context, conditions, interactions, conditions and consequences)
2. Glaser (1978) provides 18 coding =families 'giving many more options Strauss and Corbin (1990) variant is the most widely used.

Topic 201

Q2; Types of Grounded Theory Design?

- Emergent Design
- Constructivist Design
- Philosophical position between positivist and post-modern researchers.
- Study mentions beliefs and values of the researcher and ignores predetermined categories.
- A theory is grounded in the data and not forced into categories.

Q3; Eergent design?

Emergent design, this is where grounded theory emerges from the data over time and in this sense grounded theory exists in a very abstract and conceptual form for the teacher.

Topic 202

Q4; : Criteria for Evaluating Grounded Theory

- Zig-Zag Data Collection and Analysis to Achieve Saturation of Categories

- Narrative is more explanatory, discursive, and probing the assumptions and meanings for the individuals in the study. The criteria for how we actually evaluate the grounded theory which emerges there are certain questions that we can ask for example :

- Is there an obvious connection between the categories and the raw data?
- Is the theory useful as a conceptual explanation for the process being studied?
- Does the theory provide a relevant explanation of actual problems and a basic process?
- Is there a central phenomenon (or core category) specified at the heart of the model?
- Does the teacher attempt to inter-relate categories?

Topic 203

Q5; what is Focuses of knowledge conversion?

The knowledge conversion model focuses primarily on knowledge creation and the transfer of knowledge between implicit and explicit forms and across individual and organizational levels.

Topic 203

Q6; Stages of conversion of knowledge?

There are **four** knowledge conversion stages (SECI):

- Socialization (S) {Communication between the members of the community }
- Externalizing (E) publishing reflections. Comments from community member to peers' reflection
- Combination (C) Combination Collaborative creation of learning resources. Formulating community norms and visions
- Making knowledge reusable for individual learning in internalization (I)

Topic 204

Q7; Issues in developing your personal theory

- People are unlikely to change their beliefs unless they have opportunities to critically reflect upon them.
- The intention to learn springs from problems experienced in practice or the desire to maintain currency in knowledge
- The intention to learn is essential to the recursive process of personal theory building.

Topic 205

Q8; What is Theory?

A coherent set of general propositions used as principles of explanation of the apparent relationships of certain observed phenomena.

Q9; What Makes a Good Theory?

- Validity

It fits the facts

- Generalization

Makes predictions about future or other events

- Replication

It can be repeated with similar findings

- Constructs

Teachers use concepts (or constructs) as variables Examples: School leadership; honesty; efficiency

- Propositions

Q10; What Makes a Good Hypothesis?

- Precise
- Specifies variables to measure
- Specifies relationships between variables

Q11; The Double Movement of Reflexive Thought?

- Induction occurs when we observe a fact and ask? Why?
- To answer this, we develop a tentative hypothesis as the explanation
- Deduction is the process we use to test the hypothesis

Topic 206

Q12; How Build Theory from and For Practice: Using Evidence 1?

- Evidence from own students (formal and informal) Evidence of own practice (link to evidence from students)
- Evidence from others' research to inform practice
- Beliefs, Knowledge and Skills of Reflective Practitioners
- Inquiry habit of mind
- Evidence as a source of information for teaching and learning (not labels for students)
- Beliefs, Knowledge and Skills of Reflective Practitioners

- Knowledge and skills
- The meaning of the evidence for practice
- Sufficient understanding to make relevant adjustments to practice
- Evidence-informed Conversations
- Teacher inquiry and knowledge-building cycle to promote valued student outcomes
- Sufficient understanding to make relevant adjustments to practice

Topic 207

Q13; How it would be evident that our knowledge and practice is effective?

- How we have contributed to existing student outcomes?
- What do we already know that we can use to promote improved outcomes for students?
- What do we need to learn and do to promote these outcomes?
- What sources of evidence / knowledge can we utilize?

Topic 208

Q14; The three-basic means of human knowledge acquisition are:

- To discover
- To study and to communicate - obtaining knowledge from others Significance of Knowledge Management
- Track, measure, share and make use of intangible assets in a school.
- To capture, share and use productive knowledge to enhance learning and improve performance
- Knowledge involves a higher degree of certainty or validity than information BASICS of knowledge: Information; Values; Beliefs; Experiences; Rules and Procedures

Q15; As teachers what should we do according to knowledge management?

need to capture and share understanding and knowledge to use productive knowledge to enhance our own learning and improve the quality of what we are doing as teachers.

Q16; Categories of Knowledge

- Can be transmitted through social interactions and socialization.
- Tacit knowledge - personal; wisdom and experience; context-specific; more difficult to extract and codify.
- Cultural knowledge - Cultural Ethos specific to a school or region or language or religion or nation.

Q17; What is cultural knowledge?

Another type of knowledge is cultural knowledge there are certain and cultural beliefs around teaching around learning around what makes knowledge and these can be specific not only to a group of teachers in a school but specific to a school compared to other schools and can even be specific regionally nationally and even globally.

Q18; What is explicit manner knowledge?

Explicit manner knowledge is what is what ends up being recorded tacit knowledge can be translated into explicit knowledge by being written down by being recorded in some way and shared with others through different means.

Topic 209

Q19; Characteristics of ACTIVE research?

Three particular characteristics of action research are that it:

- Arises from practical questions
- Is participatory in nature
- Its validity is strengthened through peer examination and discussion.

Q20; what are objectives of enquiry?

The Objects of Enquiry Are:

- Observable social activities, patterns, structures;
- intentions motivating those activities;
- shared, available interpretations of these activities;
- Goal & interest to document, explicate, critique, transform

Q21; What are aspects of action research?

PRACTICAL:

- Studying practices involving individual or team-based enquiry
- Focusing on teacher development and student learning
- Implementing a plan of action leading to the teacher-as- researcher

PARTICIPATORY:

- Studying social issues that constrain individual lives

- Emphasizing equal collaboration
- Focusing on ?life enhancing changes Resulting in the emancipated practitioner

Q22; Look? Think? Act

Action research has a very simple formula it's about interacting with the environment and therefore it's about looking at what is occurring looking at patterns of behavior and reflecting thinking about those and then using that investigation the looking and the thinking in order to develop some action and what we can see from this is that action research for the reflective practitioner starts to build into a cycle of activity

Topic 210

Q23; Action research engages teachers in a cycle of;

- Experience
- Critical reflection
- Action
- It is a deliberate rather than a purely exploratory entry into a naturally-occurring educational setting. That is, it is a planned and self-consciously focused examination of changing practice.
- It is a solution-oriented investigation aimed explicitly at solving particular problems rather than simply documenting their instances, character or consequences
- The trying out of ideas is not undertaken solely for the purposes of re-theorizing practice, or adding to knowledge, but is also aimed at improving practice

Q24;Ethical Practice?

- It is collaborative in nature: sense-making of data collected from within the field of teachers 'own practice.
- It is transformative in its intent and action: Practitioner researchers engage in an enterprise which is about contributing to transformation of practice.

Topic no 211

1: What are the reasons to do Action Research?

- Help you build a reflective practice based on proven ideas or techniques
- Allow you to try new ideas and reliably assess their effectiveness
- It will help you build confidence in your teaching

- It will contribute to the professional culture of teaching at your school
- It can create meaningful and lasting change in order to improve student achievement

2: What are the levels of Action Research?

- The individual practitioner for classroom
- Group of teachers for department
- Teachers, administrators, and other stakeholders to affect change in the larger school community

3: What are the sources of information?

- Studies published in books
- Journals
- Periodicals
- Technical reports
- Academic theses and dissertation available either in print or online.

4: What are Conducting Action Research Steps?

- Identify the question, issue or problem
- Conduct a literature review
- Define a solution
- Apply the solution and collect the data
- Analyze your findings
- Report your findings
- Take Action

If anyone wants to detail **Question no 4** the open your handouts pg no 759

Topic no 212

5: Differentiate between the Research is empirical and Research is systematic?

- **Research is empirical**

The empirical nature of action research focuses our attention on evidence from real life experience from

our Sense experience and it's therefore very practical to us it draws information together for us as reflective practitioners which we can use to inform our practice it's acquired knowledge in a sense and it can use any number of different instruments in terms of data collection questionnaires are very popular things like checklists taking notes.

- **Research is systematic**

This process then is part of if you like a scientific method that we are applying to the social activity in the classroom in the sense that it's based on a scientific process it is very much about identifying a problem reviewing the information and collecting data in relation to that particular problem and then analyzing the data and drawing conclusions which guide further actions.

6: Action Research can take a number of forms

- Basic and applied research
- The primary purpose of basic research is the extension of knowledge
- The primary purpose of applied research is the solution of an immediate, practical problem.

Topic no 213

7: What are Professional Learning Communities?

- Collaborative conversations will be a part of the regular school day for teachers.
- There will be a focus on results and staff will hold themselves accountable.
- Professional learning teams will function successfully on a variety of levels leading to Improved student achievement
- SMART goals will be understood and used meaningfully.
- Action research or teacher enquiry will inform practice.
- Students who are experiencing difficulty will be supported
- Learning is for all students and teachers

8: What are Action Research for Continuous Improvement?

- Successful schools will have learning rather than teaching as a focus. Teachers will work together to analyze student work and consider best practice.
- Instructional decisions will be based on data, emphasizing formative as well as summative data.

Topic no 214

9: What are Action Research and Gathering Data?

So action research is a process of thinking about practice and it's about acting on problems and issues and therefore an important part of this iterative process is about gathering data and there are a number of options that the reflective practitioner can use in order to gather data to inform the reflective

practice process and it's important for us to realize that we need to choose the techniques not only which are appropriate for the aspect of our teaching which we are investigating but the techniques which we feel most comfortable with and which we feel are going to give us the most valuable data.

10: What are Techniques for Gathering Data?

- Reflective Journal
- Portfolio
- Observations
- Interviews

- Questionnaires
- Case studies
- Checklists

11: Differentiate between Guidelines for analyzing Data(Do) and Guidelines for analyzing Data(Don't)?

➤ **Guidelines for analyzing Data (Do)**

- Design a system for analyzing your data
- Look for themes or pattern to emerge from the data
- Share your

➤ **Guidelines for analyzing Data (Don't)**

- Let your previous assumptions guide your analysis
- Censor the data you have recorded
- Look through your data only once

12: What are the Process for Analyzing Qualitative Data?

- Write continuously...What are you seeing? What questions emerge? What is your learning?
- Look for themes, patterns, and big ideas
- Identify main points that appear most frequently and most powerfully
- Draw information together
- Include support for each of your themes

Topic no 215

13: What are the Appreciative Inquiry and An Introduction?

- Appreciative Inquiry (AI) is the study and exploration of what gives life to human systems when they function at their best
- This approach to personal change and organizational change is based on the assumption That questions and dialogue about strengths, successes, values, hopes,
- An Introduction and dreams are themselves transformational.
- AI simply put
- If we continue to search for problems, we will continue to find problems

14: Define Appreciative inquiry?

Appreciative inquiry is another process of reflection for the reflective practitioner and appreciative inquiry is different to action research appreciative inquiry is a study of ourselves of people of systems though that engages us and that we work with and how these systems work successfully work productively.

TOPIC NO 224

For Dewey, what is reflective action and routine action? Routine action

For Dewey reflective practice defines the distinction between reflective action and routine action. For Dewey, the routine action is based in tradition and long-standing experience, and can also be defined by external authority, as well as particular contexts and circumstances. Within the experience of the reflective practitioner, all these become guiding factors in terms of routine action.

Reflective action

Reflective action, then is somewhat different. Dewey says that this derives from a particular need to solve a problem. What Dewey is saying is that the reflective practitioner needs to be active in terms of identifying problems and persistent in terms of identifying problems and very careful In considering what is and what is not a problem, what is and what is not knowledge derived from experience.

- **What is Process of perplexity?**

So, the main feature, then, of reflective action for John Dewey is that the individual teacher is not routinely engaging with action, but is actually looking at very complex and very perplexing contexts, and always trying to work with this perplexity in order to develop their skills.

Topic 225

- **Enlist phases of reflective thought by Dewey?**

1. Suggestions
2. Intellectualization
3. Hypothesis forming
4. Clarity
5. Imaginative action
6. Testing the hypothesis

Note: Detailed of these phases on pg #809

Topic 226

- **What is experience, reflection and learning by Dewey? Experience**

Dewey states that

“experience is an interaction between the individual and the environment in which they’re Operating”

Reflection

Consequently, learning from reflection is not only a continuous process, but it’s also a cumulative process building up an extending over time. And therefore, prior learning forms a significant part of this experiential process, because prior learning, provides the bedrock, the foundation for new learning.

Learning

Dewey believed that learning was socially constructed, and that brain-based pedagogy (not his

words) should place children, rather than curriculum and institutions, at its center. Effective learning required students to use previous (and prevailing) experiences to create new meaning—that is, to ‘learn.’

- **What are the modes of thinking by Dewey?**

1. have a good deal of imagination around the teaching learning transaction,
2. to be finding ways to experiment
3. to develop the skills and knowledge that they have.
4. a belief system that each individual has about teaching and learning about what is good teaching and what is effective learning.
5. stream of consciousness: In terms of continuity, come together as a process of thinking over time, what do we called a stream of consciousness, where prior learning, informs current experience and leads to new experience a new learning, and this is all part of reflection and how experience reflection and learning come together.

Topic 227

What is Boud’s triangle?

Boud’s triangle links together the experience that the reflective practitioner has in the classroom with the emotional response, the feelings that they have generated by that experience. This is very much seen as the strength of this particular model.

- **Enlist extensions to Boud’s model**

1. Returning to the experience
2. Attending to responses
3. Evaluating experiences
4. Emotional response
5. Representation
6. Reevaluate
7. Potential for change

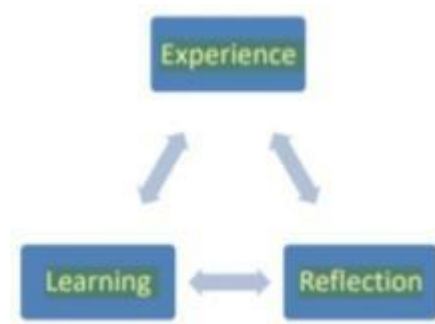
Note: Detail of these extensions on pg #814

Topic 228

- **What are the key components of Boud’s model of reflective practice?**

We can remind ourselves of the key components of the model.

In the diagram, there are three stages to Boud’s representation



We also consider this as Boud's triangle. The three components are experience, reflection and learning.

- **Enlist 3 stages of reflection**

1. Experience
2. Reflection
3. Learning

- **What is meant by evaluate?**

And then after attending to the feelings, the reflective practitioner begins to evaluate the experience and evaluation from a deeper perspective in the model actually contains a number of sub stages.

- **Enlist stages of evaluation**

1. Association
2. Integration
3. Appropriation

Topic 229

- **What is retrospective role by Boud ?**

One key issue is that the model has been described as focusing reflection in a retrospective role by the teacher. In a way, this is the teacher only reflecting on their practice in the classroom, as a retrospective action, rather than reflecting in practice, where practice is seen as an ongoing recurring process and, therefore, this notion that you're always looking back as a reflective practitioner, and never looking forward is seen as an issue to this model.

What are the issues regarding extension to Boud's representation?

1. Retrospective role
2. Individual emotional processing

Detail

Retrospective role issue has been given above.

Individual emotional processing

There is also a focus in this model on the individual's emotional processing of the experiences. And in this way, because it recognizes reflection, as a very private process. Issue which is associated with this model is that it does not lend itself to dialogue with colleagues with other practitioners, it does not therefore engage the reflective practitioner in a wider social arena of communication.

- **How did Boud solve the issues regarding extension?**

Now Boud takes these issues very seriously and considers them as worthy of reflection, but counters them by saying that actually reflection is a very complex process. And given the fact that the focus of the model is on the individual's emotional response and their emotional processing of the experience and evaluation of the experience, then this means that any external input, any dialogue with others can actually detract from quality of the reflection. And it is really the reflective practitioners' way of dealing with the emotions, which leads to new understandings, and helps the reflective practitioner develop a better cognitive appreciation of the experience.

For example, a reflective practitioner can be in this very private process of reflection, become very confident, more confident with their practice, and can therefore persist with the reflective activities which they are engaging with. And ultimately, these lead to improvements in practice.

Topic 230

- **What name given by Boud to barriers to reflection?/ Classification of barriers?**

Name given by barriers is external barriers and internal Barriers.

- **What are internal Barriers? The internal barriers**

1. Are the most significant because they come with the reflective practitioner,
2. are internal, they are part of the emotional response.
3. can come from any area, any arena for the reflective practitioner

For example, they can come from previous experiences, especially where those experiences in the classroom were very negative.

- **What are external barriers? External barriers**

There are external barriers that relate to the people we work with, could relate to the students that we are working with and the parents.

The external barriers include:

1. the work environment,
2. the learning environment,
3. the wider community environment
4. and how that impacts on the school and on the individual.

Topic 231:

1. What did Boud focus on as a barrier of reflection in his Boud Reflection model?

Boud specifically focuses on emotions and feelings as a barrier to reflection.

2. What is Boud's thinking about writing as a reflective practice? Discuss.

The Boud Reflection Model is a reflective learning model by David Boud, which focuses on learning by reflecting on one's practice. According to Boud, a reflective practitioner of any kind can reflect on their practice to better understand their activities and their background to improve what they do with their work responsibilities.

3. If we are not personally aware that a barrier exists, then how can we possibly seek to overcome it?

- Build relationships.
- Be intentional with your lesson planning.
- Have high and consistent expectations.

Topic 232:

1. According to Boud how can one overcome his/her barriers in the reflection? Boud identifies a process for overcoming barriers starting with acknowledging that they exist.

Topic 233 + 234 + 235 + 236:

1. What is Gibb's Model about?

The idea of this Gibb's model is to systematise reflections and isolate feelings.

2. What are the 6 stages in Gibb's model?

- **Description**
(What happened)
- Feelings
(What were your reactions and feelings)
- Evaluation
(What was good and bad about the experience)
- Analysis
(What sense can you make of the situation)
- Conclusion
(What can be concluded, in a general sense, from these experiences and the analysis you have undertaken?)
- Action plan
(What are you going to do differently in this type of situation next time?)

3. Explain the 6 stages of the Gibbs model?

Description

- In this phase, you need to explain what you are reflecting on.
- Perhaps include background information, such as what it is you're reflecting on and explain who was involved.
- It is important to remember to keep the information provided relevantly and to the point. Don't focus on details that aren't required.

Feelings

- Discuss your feelings and thoughts about the experience.
- Consider questions such as: How did I feel at the time? What did I think at the time?

What did I think about the incident afterwards?.

- You can discuss your emotions honestly.

Evaluation

- For your evaluation, discuss how well you think things went. Perhaps think about:
- How did you react to the situation, and how did other people react?
- What was good and what was bad about the experience?
- If you are reflecting on a difficult incident, did you feel that the situation was resolved afterwards? Why/why not?
- This phase is a good place to include the theory-remember it is important to discuss the theory and not just describe it.

Analysis

- In your analysis, consider what might have helped or hindered the event.
- You also have the opportunity here to compare your experience with the literature you have read.
- This phase is very important, particularly for higher-level reflection.
- As a reflective practitioner, you need to bring the theory and experience together.

Conclusion

- In your conclusion, it is important to acknowledge: Whether you could have done anything else; what you have learned from the experience:
- consider whether you could have responded differently.
- If you are talking about a positive experience, discuss whether you would do the same again to ensure a positive outcome, for me.
- Also, consider if there is anything you could change to improve things even further.
- If the incident was negative, explore how you could have avoided it happening and also how you could make sure it doesn't happen again.

Action Plan

- Action plans to sum up anything you need to know and do to improve for next time.
- Perhaps you feel that you need to learn about something or attend some training. What can you do which means you will be better equipped to cope with a similar event?

Topic 237

1. What are the 8 elements in Gibbs Model that help the reflective practitioners to achieve better understanding?
 - 1. Making sense of experience:** We don't always learn from experiences. Reflection is where we analyse experience, actively attempting to 'make sense' or find the meaning in it.
 - 2. Standing back:** It can be hard to reflect when we are caught up in an activity. "Standing back gives a better view or perspective on an experience, issue or action.
 - 3. Repetition:** Reflection involves going over' something, often several times, to get a broad view and check nothing is missed
 - 4. Deeper honesty:** Reflection is associated with striving after truth". Through reflection, we can acknowledge things that we find difficult to admit in the normal course of events.

- 5. Weighing up:** Reflection involves being even-added or balanced in judgement. This means taking everything into account, not just the most obvious.
- 6. Clarity:** Reflection can bring greater clarity, like seeing events reflected in a mirror. This can help at any stage of planning, carrying out and reviewing activities.
- 7. Understanding:** Reflection is about learning and understanding on a deeper level. This includes gaining valuable insights that cannot be just 'taught'.
- 8 . Making judgments:** Reflection involves an element of concluding to move on. change or develop an approach, strategy or activity.

Topic 238:

1. What are trans-disciplinary skills in the Gibbs model? Discuss one by one.

1. Social skills

- Accepting responsibility
- Respecting others
- Cooperating
- Group decision making
- Adopting a variety of roles

2. Communication skills

- Reading
- Writing
- Listening
- Speaking
- Non-verbal communication

3. Thinking skills

- Acquisition of knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
- Dialectical thought.
- Metacognition

4. Research skills

- Formulating questions
- Observing
- Planning collecting data
- Organising data
- Interpreting data Time management
- Codes of behaviour Informed choices
- Ethics