

EDU406 Quiz # 3 MCQs Solved

Compiled by Tanveer Online Academy

- Asynchronous discussion allows: **dialogue occurs sometimes after experience**
- A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. **Mentor**
- The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. **Eliciting**
- Supervision in education is made up of: **Collaborative Observation and Feedback**
- _____ types of questions are often used to develop thinking from lower to higher order. **Three**
- Dialogue can be a self-assessment tool for reflective practitioner in: **Assessing knowledge and Practice**
- Which of the following are the primary processes of Socratic Method _____? **The constructive process**
- **Lesson study focuses more on:** **student learning**
- Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
- Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
- **The role of reflecting team in collaborating observation is to:** Listens to the dialogue without interrupting
- Which one of the following is the lower level of blooms taxonomy _____? **Application**
- Mentor can take on different roles for reflective practitioner like a: **All of these**
- The conversation in the 7 C's model for supervision can create understanding for: **Students**
- The reflective practitioner needs to engage with one key understanding that is **professionalism**
- In asynchronous discussion teacher: **Reflect on theories learnt about teaching**
- The reflective practitioner ensure that inter-professional learning is effective at many levels like: **all of the above**
- Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**
- There are _____ characteristics of high performing schools: **9**
- There are some particular drivers of inter-professional learning for reflective Practitioner like: **all of these**
- Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to: **Questions of Relevance**
-
- There are some principles involved in inter-professional learning which: **Increase professional satisfaction**
-

EDU406 Quiz # 3 MCQs Solved

Compiled by Tanveer Online Academy

- Questions of Assumption- force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.
- What type of skill reflective practitioner needs to develop _____? flexible
- How many steps in Socratic questioning are _____? 6
- How many levels of bloom taxonomy are: 6
- An academic portfolio is an evolving collection of: Experience and experiments over time
- Peer observation helps you to: Provide evidence
- Peer observation focuses on four key areas which are: Planning, teaching strategies, management, assessment
- Changes can also be _____ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. Evaluative
- The goal of lesson study is to improve the: experience provided to the students
- Peer monitoring is a:
- As an observer you need to: do all the above
- Can you form a new proposition given what you have just learned? This question is related to the stage _____. Decide
- Which one of the following is the higher level of blooms taxonomy ____? Evaluation
- Questions of Assumption is _____. force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information
- A community of practice can be described as a group of _____ working together to achieve a common goal. People
- Teacher collaborating is a means for reflective practitioner to get feedback which should be: Focused evidence based.....
- Peer coaching in differentiated supervision is where: Two teachers work as a team
- Situated learning focuses on teacher learning to make them to: Think critically and originally
-
-

MUHAMMAD IMRAN	EDU406 - Critical Thinking and reflective Practice
Lecture No. 1 to 6 (Topic 01 to 36).	QUIZ NO 1
30-12, 2020	to 01-12, 2020

- Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of _____ **reflection.**
- What is the trickiest pedagogic task according to Stephan Brookfield? _____ **Getting inside student's heads**
- Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
- The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical action**
- Teachers mostly do not take what they did in class _____ **action**
- Which model encourages the teachers to think about a given situation and establish and action plan for dealing _____ **Gibbs reflective cycle**
- To increase our understanding, we need to _____ **respect evidence and reason**
- According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
- The term selective practice is derived from the work of _____ **Dewey**
- Critical reflection involves which of the following _____ **Analysing and evaluating**
- All the practices of formal instruction expect _____ **it develops its own assumptions**
- in which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
- What does a lack of conceptual clarity mean? _____ **the educational community has different interpretations of reflection**
- A benefit of the green away model of reflection is _____ **It is cyclical**
- Which of the following assumptions does not underline action research?
- Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge.**
- Teachers should value their reflection and their practice _____
- In professional setting what is not considered as a characteristic of reflection _____
- According to sandwell's view giving emphasis on only individual reflection lead to _____
- Q23.According to Stephen Brook, reflective practice is? **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- Q47: Rapid reflection is all but _____
- Q5: A common strand of reflecting-in-action and reflecting-on- practice is **Connecting with feelings in relation to applications of theory**
- Which reflection requires models or framework which provide a specific and structured approach? _____
- Which one statement is the example of core best practice? **Teachers provides an enriched environment**
- What is reflective practice? **Process of action to improve the professional role**
- What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
- All are the ways for a teacher to develop reflective practice strategies except _____
- Dialogic reflection has less intense approach and involve individuals _____
- Reflection on action deals with the happened **Outside the classroom**
- Lather stressed on the use of appropriate language in reflective practice to avoid: **All of above**

31. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
32. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
33. Reflective practice helps teachers to generate new knowledge and ideas by _____
34. A critical friend can be defined as **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
35. What leads to the lacks in conceptual clarity of teachers is reflective practice process _____
36. Q13. What does the idea of reflective practice dismiss? Select the corect option **Teachers view**
37. What is the main characteristics of informal reflection _____
38. Q31. Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**
39. One of the principles of reflective practice is based on _____ research _____
40. Reflection is the ability to reflect on question ... to improve practice _____
41. In reflective practice, practitioner engage in a continuous cycle of self-observation and -----
----- **Self- evaluation**
42. Whose theory does not acknowledge the problematic nature of language and discourse within practice environment _____
43. Reflection can be described as ----- **A reconstruction mental review**
44. How critical reflection helps to deal with different perspective _____
45. Culture of reflective practice in your workplace shows _____
46. In reflective practice, practitioner engage in a continuous cycle of self-observation and _____.
47. What is question/ analysis in the reflective cycle?
48. The most basic level of reflection is called as:
49. All statements belong to technical reflection, except:
- 50.
- 51.
- 52.

Which of the following about teacher's teacher's professional knowledge and understanding is true?
Teachers need to develop reflection and evaluation to support their own and others practice

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in : **3-dimensional instruction**
4. Which one is called an example of critical thinking? **Questioning**
5. a Limitations of self-reflection are..... **the difference between perception and reality**
6. Frames are influenced by **Metaphors**
7. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
8. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
9. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
10. Personal attributes of critical thinkers includes : **all of above**

Linguistic refers to **Learning through spoken and written word**

11. Interpretation is the skills of **Understanding and transmitting**
12. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----
----- concerns. **Professional**
13. Unreflective thinker is: **Unaware of the determining role of thinking**
14. Reflecting logically allows teachers to take control of their learning and helps them to develop overall----- **Competencies**
15. Epistemic stances **Change with the experiences**
16. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
17. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
18. The 4Ps reframing matrix are productive, planning potential and-----

People perspective

19.What act as catalyst to challenging the reflective practitioner to think at more advance levels?

Problem solving learning

Conceptual learning

Factual learning

Critical learning

20.One of the pedagogic concern raised by reflective teaching is called

Development readiness

Conceptual understanding

Instructional planning

None of the above

21.Critical Reflection helps to support or challenge our views, practices and feelings by providing

Observation

Experience

Evidences

Experiments

22.Critical Reflection involves which of the following?

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

23.In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students?

In 3- dimensional instructions

In 2- dimensional instructions

In 1- dimensional instructions

In 4- dimensional instructions

24.Single loop learning has ----- strategies.

Automatic

Explanatory

Rigid

Singular

25.The cognitive process is characterized as essential to:

Lower order thinking

Logical thinking

Higher order thinking

Reflective thinking

26.The name of the Schon (1983) book is -----

The reflective practice

The reflective practitioner

The reflection

The critical reflection

27.----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Open area

Blind area

Hidden area

Unknown area

28.Concept is looked or understood differently by reframing core belief based on

Core belief

New supporting beliefs

Opposite supporting beliefs

Intuitions

29.A reflective practitioner is able to

Question assumptions and values

Think outside the box

Question other people's assumptions

All of the above

30. What is the evidence of reflecting thinking?

Reflective writing

Making judgments

Analyzing questions

Linking theory to practice

31. In 5-step model of critical thinking, the first step is:

Practice before your assess

Gather and review feedback

Learn through seeking answer

Determining goals/objectives

32. Theory that commands the thinking the action is known as

Theory in action

Theory in reaction

Critical theory

Theory in use

33. Micro- Outcomes involves:

The broad overall results of professional activity

The outcomes of very specific activities

The result of a partially completed activity

All of these

34. Reflective practice is important because it is used to:

Improve teacher's practice

Enhance the quality of learners

Promote school culture

Motivate teachers and students

35. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Maintain discipline

Promote rote learning

Encourage different ways of thinking

Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

a)improvement

b)change

c)theories

d)intrepretation

2. Looking is the part of the reflective process which.....

a) occurs before teaching

b) occurs after teaching

c) occurs as a precondition for reflection

d) occurs as a response to experiences

3. Frames are influenced by.....

a)Metaphors

b) Individual interests

c) Perceptions

d)Experiences

3) Lather stressed on the use of appropriate language in reflective practice to avoide.....

a) Teaching students and teachers as objects

b) Manipulating students and teachers in reflection

c) confronting students and teachers as a thing in reflection

d) All of the above

4. which of the following do not transfer but are locked in time, place or a situation.....

a) concepts

b)ideas

c)facts

d)beliefs

5) Comprehensive account of the situation either verbally or in writing is termed as.....

a) Reflection

b)Description

c) Synthesis

d)Analysis

6. Reflective action plan involves being helped to.....

a) select a specific target

b)Planned a programme of discussion and observation over a fixed period

c)Evaluate your effectiveness

d)All of the above

7. core critical thinking skills are

a) Analysis

b) Inference

c)self regulation

d)All of these

8. Epistemic stances

a) Are the ways to organize knowledge

b)Never changes with the experiences

c) changes with the experiences

d) Are used to describe facts

9. what is the trickiest pedagogic task according to Stephen Brookfield?

a) Being fair with students task

b) Getting inside students' heads

c) Maintaining professional relation with colleagues

d) Participating in promoting school culture

10. A reframing matrix is a tool used because different people have different.....

a) Experiences to approach the problems

b))pace to cope up with the issue

c)protocols in the institution

d)Limitations to think

11. Reflective practice has been embraced by teachers, researchers, teacher and educators since last

a) two decades

b)three decades

c)four decades

d)five decades

12. When a professional practitioner is aware of the relevance of the skill it is called.....

a)conscious incompetence

b)conscious competence

c)in conscious competence

d)inconscious incompetence

13. A product for a teacher might include.....

a) Relationship with students

b) Approaches to assessment

c)strategies for behaviour management

d)All of these

14. Learning to learn is

a) An ability to pursue in learning

b) Identifying available opportunities

c) Building on prior learning and experience

d)All of the above

15. what are the indicators of a reflective practitioner?

a) Intellectual quality

b)Higher order thinking

c)Meta language

d) All of the above

16. Reframing helps to reflective practitioner.....

a) see alternative solutions and actions

b)see things from other perspective

c)both a and b

d)None of the above

17. Which of the following helps to reduce blind area and expand open area of a person in team context.....

a) feedback

b) support

c) Information

d) reflection

18. Personal attributes of critical thinkers include:

a) Honesty about emotions

b) Evaluation disposition brone from open- mindness

c) Personal awareness specially relating to personal bias

d) All of the above

19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall

a) Personality

b) Competencies

c) Practices

d) Performance

1. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one?

Rhetorical frames

2. The 4Ps in reframing matrix are Productive planning potential and _____

People perspective

3. All are the barriers to the reflective practice except.

Lack of Critical thinking

4. Reflective practice is important because it is used to:

Enhance the quality of the learners

5. In reflecting writing it is important to select the most _____ part of the event only.

Significant

6. Double loop learning involves _____.

All of the above

7. A reframing matrix is a tool used because different peoples have different

Experience to approach problem

8. Exploring practice using inductive action planning requires _____

Clearly defined and expressed success criteria

9. Cognitive shortcuts that people use to help make sense of complex information is known as:

Concept map

10. Reflective teachers are more likely to develop _____ learners.

Reflective

11. In which type of reflection historic, political and cultural values frame practical problems?

Critical reflection

12. Which beliefs are behind to make the casual relation of frames?

Assumptions

13. Multiple intelligence theory benefits in _____

Development of strategies

14. According to Habermas, reflection requires a level of detachment and _____

Objectivity

15. A benefit of the greenaway model of reflection is _____

It is cyctical

16. A reflective practitioner is able to _____

Question assumption and values

17. The term reflective practice is derived from the work of _____

Schon

18. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as:

Value

19. According to a Brookfield, which is the most powerful lens for teachers?

The self lens

20. Looking in is the part of reflective process which _____

Occur before teaching

21. Synergistic thinking is

None of the above

22. Key feature of reflection are:

All of these

23. A reflective action plan involves being helped to:

All of these

24. What happened when the original starting point causes a dilemma that needs to be addressed?

Transformation

25. _____ include in personal challenges to effective reflective practice.

Pride

26. The major concern for a reflective practitioner is to be aware with their _____

Underlying beliefs and assumptions

27. The theorem is a formal method of speculation developed by the _____

Greeks

28. _____ activities are the translation of naturalistic intelligence for reflective practitioner

Categorizing, contrasting, classifying, organizing

29. Concept-based learning means the reflective practitioner _____

Work with deeper levels of conceptual understanding

1) which of the following is an example of warm feedback.

Warm feedback consists of supportive, appreciative statements

2) The critical lenses refer to

None of above

3) The practitioner accounts are considered non-problematic for all reasons except

No effort is made to foster reflection on language

4) making sound judgments in work related situation is an attribute of

Ethical

5) The cognitive processes is characterized as essential to

Higher order thinking

6) The most basic level of reflection is called as

Technical

7) which of the following best describe a 'regular learning network':

A place for a teacher to come together and discuss matter and concern

8) Technical rationally in reflection deal with the

Behavior and skills

9) critical reflection involves which of the following

Analysing and evaluating

10) quadrant of jo-hari windows represent the things that you are not aware of but are known by others

Blind area

11) reflective practitioner does not believe in

One single truth/one right way

12) learning + reflection = Experience Is known as

Boud's triangular representation

The first step in the reflective practice process is:

Examine teaching occasion particular that went bad

.....allows teachers to analyze what they have been learned and how they learned to take control of their development.

Critical reflection

In reflective practice, practitioner engage in a continuous cycle of self-observation and.....

Self evaluation

A 'product' for a teacher might include.....

All of the above

Absolute knowing is a process of

Learning from other

The stage-6 of critical thinking development is called as thethinker.

Accomplished

Which of the following is NOT a 'best' practice?

Follow the next closely to ensure coverage of the curriculum

Core Critical Thinking Skills are:

All of these

Reframing helps the Reflective Practitioner.....

Both 'a' and 'b'

In reflective writing the two source of evidence are: **your and academic reflection**

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachers

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q3. Within a critical thinking framework, 'reasoning' is conducted from

A logical framework

An objective perspective

Both 'a' and 'b'

None of the above

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the 0 different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q6.In a school a critical friend can be all of the following except

A teacher

A retired principal

A new teacher who started working in the school shortly after you

A friend from another school

Q8. According to Brookfield, which is the most powerful lens for teachers? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theory Lens

Q9: Double loop learning involves

Changing personal assumptions

Changing personal approaches

Both a and 'b'

None of the above

Q10. The Reflective Practitioner must _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above correct

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12.Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective practitioner? Select the correct option

Self-regulation

interpretation

both a and b

None of the above

Q15.What is question/ analysis in the reflective cycle? Select the correct option. **Taking on the role of researcher**

Q16. one of the four steps in action research.

Identifying the research problem

Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option **Suppositions, theories, beliefs and assumptions**

Q18. Which of the following not a component of the process involved in reflective practice? Select the correct option **Subject Knowledge**

Q19. Which of the following is NOT a best practice? Select the correct option

Educates the whole child

Follows the text closely to ensure coverage of the curriculum

Students' active participation in learning

Challenging environments

Q20. Looking out is a combination of Select the correct option

A range of viewpoints about experiences

Looking around and looking back

Perspectives which direct the focus of attention

None of the above

Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option

Accepting consequences of their decisions

Viewing situations from multiple perspectives

Searching for alternative explanations for classroom events

Using evidence to support or evaluate a decision or position

Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

Guidance and structure are key factors for Reflective Practitioners

When the Reflective Practitioner knows what is best for children

Q23. What does „a lack of conceptual clarity“ mean?

The educational community has different interpretations of reflection

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

does not account for students' perspectives

Q24. Creative Thinking is not critical thinking because

It is not logical

It is not problem-centred

It is emotive

It is not based on „black-and-white“ thinking

Q25. Reflection-on-action can be described as _____

Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

Q26.

Critical thinking is _____.

Select correct option:

A biological process

A psychological and cognitive process

A communication process

All of the above

Q29. Critical Reflection involves which of the following?

Select correct option:

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?

Select correct option:

Regular learning networks are very time-consuming

Lack of leadership for Reflective Practice

Regular learning networks are very time-consuming

Staff is too busy

Q32. Self-regulation is Select the correct option

A metacognitive process correct

A creative process

A psychological process

A communication process

Q33. Learning from reflection can also be known as Select the correct option

Discussion-based learning

Enhancement-oriented learning

Professional development-based learning

Q34.To increase our 'understanding' we need to Select the correct option

Dismiss reasoning

R espect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'
- None of the above

2. Reflection is NOT _____.

- A simple 'tick box' activity
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is _____.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

5. Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both 'a' and 'b'
- None of the above

7. : Working inductively means to _____ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10.: The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- **A subjective dialogue**
- A list of critical incidents

11.: We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- **Metaphors to communicate logic**
- None of the above

12.: The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- **Knowledge**

13.: Concept-based learning means the Reflective Practitioner _____.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- **Works with deeper levels of conceptual understanding**

14.: Being committed to the profession means _____.

- **Being responsible for continuing professional development**
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15.: Concepts determine _____.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained
- **The frames for perception**
- The ways a Reflective Practitioner explains experience

16.: A Reflective Practitioner is able to _____.

- Question assumptions and values
- **Think 'outside the box'**
- Question other people's assumptions
- All of the above

17.: We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- **Explain situations**
- Generate schemas for translating theory into practice

18.: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- **Clearly identified evidence sources**
- Both 'a' and 'b'
- None of the above

19.: An effective action plan is _____.

- Developmental
- **Precise**
- Shared
- All of the above

20.: Professional knowledge relates to _____.

- **Subject knowledge**
- Communication skills
- Social interaction
- All of the above

21.: A reflective action plan provides the Reflective Practitioner with _____.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22.: Reflective writing _____.

- Is personal
- **Links theory to practice**
- Questions experience

23. Our assumption can be **Perceptual**.

24. Our assumptions can be **revealed and explored through four lenses**.

25. A product for a teacher might include. **All of above**

26. A paradigm shift is. **Brings a new set of concepts**

27. Reframing for new learning is. **Focused on inventing new strategies**

28. Concept formation involves. **Perception, abstraction, generalization**

29. The highest level of Bloom taxonomy is. **Evaluation**

30. Using a reflective action plan is valuable. **To set targeted action points**

31. The Professional development Journal supports the RP to. **Reflect on experiences**

32. Inductive learning is. **Specific to general**

84: We can make theory-in-use visible by..

a) Construction someone's theory-in-use from observations of behavior

- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement'

a) Is not too specific

- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

87: The benefits of concept-based learning..

- a) Depend on the experience of the reflective practitioner
- b) **Depend on the intellectual level of thinking of the reflective practitioner**
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

88: The reflective practitioner uses 3-dimensional instruction to

- .. b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) **all of the above**

89: critically reflective teaching is .

- . a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

According to moon what are the key aspects of reflective practice.

- A).** reflective practice is a form of mental processing
- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. **All of the above.**

10. Which of the following is not the best practice?

ANS. **Follows the text closely to ensure coverage of the curriculum**

11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?

Ans. **Using evidence to support or evaluate a decision or position.**

12. What is hyper reflexivity?

Ans. **Deconstructing applications of knowledge in the classroom.**

13. The most significant part of the model is...? **Ans learning from experience**
14. DATA refers to...? **The four steps analytical process necessary for guiding reflection**

Which of the following about teacher's teacher's professional knowledge and understanding is true?
Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:
Honesty about emotions
Evaluation disposition borne from open-mindedness
Personal awareness especially relating to personal bias
All of the above

Kolb's reflective cycle:
Emphasis the role experience plays in learning
Illustrates the developmental nature of reflection
Both a, b
None of the above

Which of following is not the reason of reflective practice:
Reflective practice helps students learn
It encourages us to understand our learners and their needs
It is a professional requirement
Reflective Practitioners models reflective learning

What are three levels of reflection:
Technical, empirical, practical
Technical, practical, Critical
Rational, Technical, Critical
Rational, Practical, Critical

Processes in participatory reflection include all of the following except
Careful description
Thoughtful listening
Extending thinking
None of the above

knowing in action is described by Schon as:
Our knowing is ordinarily implicit in our patterns of action
When we cannot say what we know
When we go about spontaneous, intuitive performance of the actions of every day life
All of the above

Learning from reflection can also be known as
Professional development based learning

Which of the following assumptions does not underline action research
Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay

Interpretation is the skill of
Understanding and transmitting
Cognition and communication
Thinking and talking
Receiving and sending information

When we think habitually, we _____
Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which _____
Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?
Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____
Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____
Ans: It uses ‘what’, ‘why’ and ‘how’ questions

Question 1:
Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:
According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**
- None of the above

Question 3:
Which of the following is NOT a ‘best’ practice? Pg.19

- Educates the whole child
- **Follows the text closely to ensure coverage of the curriculum**
- Students’ active participation in learning

Question No.4:
What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:
Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:
Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- **When we cannot say what we know**
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:
What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both ‘a’ and ‘b’**
- None of the above

question 8:
Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on ‘black-and-white’ thinking

Question 9:
‘Looking out’ is a combination of _____.

- **A range of viewpoints about experiences**
- Looking around’ and ‘looking back’
- Perspectives which direct the focus of attention
- None of the above

Question 10:
Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice

- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher’s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher’s professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does ‘a lack of conceptual clarity’ mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students’ perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of ‘warm’ feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The ‘critical lenses’ refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4:
Which of the following is NOT one of the four steps in action research?

- Select correct option:
- Identifying the research problem
 - **Developing a professional measurement instrument**
 - Obtaining the necessary information to answer the question
 - Developing a plan of action

6:
Critical thinking is _____.

- Select correct option:
- A biological process
 - A psychological and cognitive process
 - A communication process
 - **All of the above**

7:
What are three levels of reflection?

- Select correct option:
- Technical, empirical and practical
 - **Technical, practical and critical**
 - Rational, technical and critical
 - Rational, practical and critical

8
What is question/ analysis in the reflective cycle?

- Select correct option:
- **Taking on the role of researcher**
 - Using quantitative data to make decisions
 - Describing a situation
 - Asking many questions

1:
Interpretation is the skills of _____.

- Select correct option:
- **Understanding and transmitting**
 - Cognition and communication
 - Thinking and talking
 - Receiving and sending information

2
Critical Reflection involves which of the following?

- Select correct option:
- Analysing and c
 - **Analysing and evaluating**
 - Reasoning and evaluating
 - Conceptualising and describing

2:
Which of the following is NOT one of the four steps in action research?

Select correct option:
Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3
What is part of the analytical process for the practitioner?

- Select correct option:
- The identification of own assumptions
 - The examination of the underlying values base
 - Both 'a' and 'b'
 - None of the above

4
Why reflective practice is so important?

- Select correct option:
- Research highlights the importance of reflective practice for changing personal values biases
 - **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
 - Research shows that students grades increase when they are taught by a reflective practitioner
 - Research shows that reflective practitioners are more profession

5
The most significant part of the model is _____.

- Select correct option:
- Learning from experience
 - **Learning from reflecting**
 - Learning from information
 - Learning from knowledge

6
What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we ____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves ____.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both ‘a’ and ‘b’
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates____ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher’s professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning “hub” which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

Self-regulation is _____. EDU406

Creative Thinking is not critical thinking because _____. EDU406

Does critical Reflection involve which of the following? EDU406

Kolb’s reflective cycle _____. edu406

Within a critical thinking framework, ‘reasoning’ is conducted from _____. EDU406

What factor makes reflection seem time-consuming? EDU406

According to Moon, what are the key aspects of reflective practice? EDU406

What is the impact of reflective practices on the teacher? edu406

29th of December 2020 (MCQs-134

MID TERM GRAND QUIZ

Quiz will be based upon Multiple Choice Questions (MCQs) and covering Lecture No. 1 to 22 (Topic 01 to 132).

1. The cognitive process is characterized as essential to _____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____ **Questioning**
3. The most basic level of reflection is called as _____ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to _____ **understand the information**
8. Reflective teachers are more likely to develop _____ learners. _____ **Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as tools for coping with the world and for solving problems _____ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from _____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions _____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as _____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**
22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a _____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**

32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and ____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ____ part of the event only. ____ **Significant**
36. Double loop learning involves _____. _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different ____
_____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires
_____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as:
_____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems?
_____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? ____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**
52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their
_____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner
_____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____
_____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages ____
_____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold
_____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____
_____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**

66. making sound judgments in work related situation is an attribute of..... competence **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are _____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions ___to improve practice._ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that _____. _____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**
82. Professional competencies may be developed by: _____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: _____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from _____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening "but on: _____ **what has happened?**
88. What is reflective practice ____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. _____ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of _____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? _____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**

99. According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice? _____ **Reflective practitioner models reflective learning**
104. The competence model is about _____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**
107. Reflective writing does all of the following expect: _____ **create ideas**
108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The Jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class _____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. _____ **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is _____. _____
128. Critical analysis for a reflective practitioner is a process to _____
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for _____.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to _____.
133. Being open-minded means the Reflective Practitioner is _____.
134. One of the Principles of reflective practice is based on _____ research.
- 135.

EDU406 Quiz # 3 MCQs Solved

Compiled by Tanveer Online Academy

- Asynchronous discussion allows: **dialogue occurs sometimes after experience**
- A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. **Mentor**
- The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. **Eliciting**
- Supervision in education is made up of: **Collaborative Observation and Feedback**
- _____ types of questions are often used to develop thinking from lower to higher order. **Three**
- Dialogue can be a self-assessment tool for reflective practitioner in: **Assessing knowledge and Practice**
- Which of the following are the primary processes of Socratic Method _____? **The constructive process**
- **Lesson study focuses more on:** **student learning**
- Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
- Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
- **The role of reflecting team in collaborating observation is to:** Listens to the dialogue without interrupting
- Which one of the following is the lower level of blooms taxonomy _____? **Evaluation**
- Mentor can take on different roles for reflective practitioner like a: **All of these**
- The conversation in the 7 C's model for supervision can create understanding for: **Students**
- The reflective practitioner needs to engage with one key understanding that is **_professionalism**
- In asynchronous discussion teacher: **Reflect on theories learnt about teaching**
- The reflective practitioner ensure that inter-professional learning is effective at many levels like: **all of the above**
- Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**
- There are _____ characteristics of high performing schools: **9**
- There are some particular drivers of inter-professional learning for reflective Practitioner like: **all of these**
- There are some principles involved in inter-professional learning which: **Increase professional satisfaction**
-
- Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.**
- What type of skill reflective practitioner needs to develop _____? **flexible**

EDU406 Quiz # 3 MCQs Solved

Compiled by Tanveer Online Academy

- How many steps in Socratic questioning are _____? **6**
- How many levels of bloom taxonomy are: **6**
- **An academic portfolio is an evolving collection of:** Experience and experiments over time
- Peer observation helps you to: **Provide evidence**
- Peer observation focuses on four key areas which are: **Planning, teaching strategies, management, assessment**
- Changes can also be _____ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. **Evaluative**
- The goal of lesson study is to improve the: **experience provided to the students**
- Peer monitoring is a:
- As an observer you need to: **do all the above**
- Can you form a new proposition given what you have just learned? This question is related to the stage _____. **Decide**
- Which one of the following is the higher level of blooms taxonomy ____? **Knowledge**
- Questions of Assumption is _____. **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information**
- A community of practice can be described as a group of _____ working together to achieve a common goal. **People**
- **Teacher collaborating is a means for reflective practitioner to get feedback which should be**
- **Peer coaching in differentiated supervision is where:** Two teachers work as a team
- Situated learning focuses on teacher learning to make them to: **Think critically and originally**
-

What confuses the critical thinking and pushes thoughts in specific directions? **Emotions**

Dewey was among the first to identify reflection as a specialized form of thinking.

The challenge thinker in which phase: **2**

Which one of the following reflections requires models or framework which provide a specific and structured approach? **Formal Reflection**

Double loop learning involves modification of _____. **Objectives**

Reflective teaching allows us to make changes in _____. **Practice**

How many circles are in simple Venn diagram for reflective practice? **2**

Which one of the following developed by teachers when reflect logically? **Practice**

According to Stephen Brook, reflective practice is? a way for teaches to understand their problems

Learning + Reflection = Experience is known as _____. **Baud's Triangular Representation**

What is the correct sequence of Rodgers model (2002)? **Presence in experience, Description of experience, Analysis of experience, Experimentation**

Which one of the following developed by teachers when reflect logically? **Practice**

What is the third step of Dewey's 5 stage Model? **Hypothesis**

Who discussed the cultural and personal risks involved in reflective practice? **Brookfield**

Which of the following needs to be considered by the practitioners who engage themselves in reflective practice? **conflicts of interests**

Which of the following is considered a powerful tool for change and improvement? **Action research**

What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**

In which phase of Rodgers model (2002) the teacher can move backwards? **Experimentation**

Which one of the following statement is the example of core best practice of the teacher? EDU406
Provides an enriched environment

Seeing things as "yes" or "no" with no subtitles referred to: **critical thinker**

Critical Thinking and Reflective Practices (EDU 406)

Topic # 01

1. Teachers mostly don't takes what they did in class. **Action**

2. What is reflective practice **Process of action to improve the**

professional role topic25

Topic # 02

Reflective teachers are more likely to develop **learners reflective**

2. Reflection is a form of processing that we use to fulfill a purpose or achieve some anticipated outcome || **mental**

3. What is the trickiest pedagogic task according to Stephan Brookfield? **Getting inside student's heads**

Topic # 03

1. The move toward seeing teachers a reflective practitioners is also a rejection of top-down forms of educational reform that **involve teachers only as conduits for implementing programmed, curricula and ideas formulated elsewhere.**

2. seeing teachers a reflective practitioner has rejected all mentioned notions except **helps teachers to develop repertoire of strategies**

3. Reflective practice has been embraced by teachers, researchers , teacher and educator since last **two decades**

4. During the last , the slogan of reflective teaching has been embraced by teachers, teacher educators and educational researchers all over the world. **two decades**

Topic # 04

1. The name of the Schon (1983) book is **The reflective practitioner**

2. Schon (1983) coined the term reflective practice in his book **The Reflective Practitioner || .**

3. What does a lack of conceptual clarity mean? **the educational community has different interpretations of reflection**

4. According to Sandwell's view, giving emphasis on only individual reflection

leads to **ignoring accounts of other within the community within which reflection occurs**

5. In Sandwell's views, an emphasis on individual reflection **fails to consider the accounts of other within the community within which reflection occurs.**

Topic # 05

1. In reflective practice the major focus of teacher must not on "why things are happening "but on **what has happened?**

Topic # 07

1. According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to **continually develop and learn**

Topic # 08

1. critical reflection facilitates **transformational learning**

Topic # 15

The most basic level of reflection is called as **Technical**

Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of **reflection**

The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as **Practical**

Topic # 18

Reflective writing focuses on **Specific details within an experience**

Topic # 20

1. Re-theorising is the means by which Reflective Practitioners **Critically examine practice and theories in the light of theories**

Topic # 23

1. In a school a critical friend can be all of the following except **A new teacher who started working in the school shortly after you**

Topic # 29

1. One principle of reflection in the Roth Model is that **It uses 'what', 'why' and 'how' questions**

Topic # 32

1. 'Looking out' is a combination of **A range of viewpoints about experiences**

Topic # 36

1. Which model encourages the teachers to think about a given situation and establish an action plan for dealing **Gibbs reflective cycle**

Topic # 42

1. The difference between novice and expert teachers' reflection practice is clearly visible in **Developmental Readiness**

2. According to Ash and Moore new teachers are **not reflect critically and constructively**

3. Ash and Moore (2002) say that new teachers can choose **not to reflect constructively and critically,**

Topic # 43

Which one is called an example of critical thinking? **Questioning**

Topic # 44

Being open-minded so that we evaluate all reasonable inferences

Topic # 45

Inference is defined as the ability to **understand the information**

Topic # 46

1. Unreflective thinkers **are largely unaware of the determining role that thinking is playing in their lives**

2. Unreflective thinker is **Unaware of the determining role of thinking**

Topic # 49

1. The cognitive process is characterized as essential to **Higher order thinking**

Topic # 50

2. Clarify is defined as **State one point at a time.**

Topic # 51

1. In 5-step model of critical thinking, the first step is **Determine goals/objectives**

Topic # 55

1. Facilitates synergistic thinking- the interplay between **factual and conceptual levels of thinking.**

2. Synergistic thinking is a combination of following thinking levels **factual and conceptual thinking**

Topic # 56

1. According to Dewey Schon and others concepts are tools for coping with the world and for solving problems..... **cognitive**

Topic # 57

1. **The process of concept formation has three important phases Perception ,Abstraction ,Generalization**

Topic # 58

1. Conceptual innovation is but deeper. **like reframing**

Topic # 59

1. Single loop learning has strategies **Rigid strategies**

Topic # 65

1. A limitation of self reflection are **The difference between perception and reality**

Topic # 68

1. Professional competencies may be developed by **understanding and knowledge of social and policy contexts for education**

Topic # 71

1. competence (making sound judgments in work-related situations)
Values/ethical

2. .making sound judgments in work related situation is an attribute of
competence **Values/ethical**

Topic # 89

Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory
Logical

Topic # 94

quadrant of jo-Hari windows represent the things that you are not aware of but are known by others **Blind area**

Topic # 98

Being able to do something skillfully without having to consider everything closely **Unconscious competence**

Topic # 99

1. Having subject specialist knowledge is called **Professionalism**

Topic # 111

1. Reflective practitioner has two levels. The names of these two levels are **action level and cognitive level**

Topic # 115

1. Reframing of beliefs is a four-step process. The order of determination of these beliefs is **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**

Topic # 118

1. Epistemic stances **Changes with the experiences**

Topic # 123

1. Emancipatory phase of critical reflective enquiry helps to in the class.
Encourage different ways of thinking

Topic # 240

1. Reflection is the ability to reflect on questions to improve practice.
What, why and how

1. What does not constitute professionalism? **Reflection**

2. A taxonomy provides a structured framework to a reflective practitioner to move from **Absolute knowing to Contextual knowing**

3. Principles of developing competence among reflective practitioners include **assume roles beyond the classroom**

4. Reflective writing focuses on **Interpretation**

5. To increase our understanding, we need to **respect evidence and reason**

EDU406

GRAND QUIZ FILE

DEVELOPED WITH THE HELP OF

GROUP: B.ed (1.5) VU SEMESTER 1

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
 - a) Accepting consequences of their decisions
 - b) Viewing situations from multiple perspectives
 - c) Searching for alternatives explanations for classroom events
 - d) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
 - a) Reflecting on the components parts of changing practice
 - b) **Deconstructing applications of knowledge in the classroom**
 - c) Deconstructing meaning acquired from experiences in the classroom
 - d) Acquiring meaning from experiences in the classroom
3. Kolb's reflective cycl
 - a) Emphasises the role experience plays in learning
 - b) Illustrates the developmental nature of reflection
 - c) **Both 'a' and 'b'**
 - d) None of the above
4. Which of the following is not a reason for reflective practice?
 - a) Reflective practice helps students learn
 - b) It encourages us to understand our learners and their needs
 - c) It is a professional requirement
 - d) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
 - a) **Be committed to professional dialogue with other teachers**
 - b) Be open-minded and committed to professionalism
 - c) See practice as a process of analysis
 - d) Be focused on technical proficiency
6. Rapid reflection is all but
 - a) **Contemplative**
 - b) Immediate
 - c) On-going
 - d) automatic
7. Processes in participatory reflection include all of the following except
 - a) Careful description
 - b) Thoughtful listening
 - c) Extending thinking
 - d) **None of the above**
8. A critical friend can be defined as
 - a) Someone who assume a directive role
 - b) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
 - c) A colleague who provides solutions to problems
 - d) Judges actions and behaviors as part of feedback
9. Bloom's model which guides the lowest level of reflection might use all the following except
 - a) Was my explanation clear enough for the students?

B.ed (1.5) VU Semester 1

- b) Was the lesson complete on time?
- c) Did I give enough time for individual activity?
- d) **What instructional strategies were used?**

10: Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- Teachers need to develop reflection and evaluation to support their own and other practice

11: According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- Is a way for teachers to understand their problems
- **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- **Guidance and structure are key factors for Reflective Practitioners**
- When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- in-school mentoring
- Communities of Practice

15: Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

17: Creative Thinking is not critical thinking because

B.ed (1.5) VU Semester 1

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

18: in a school, a critical friend can be all of the following except

- a) A teacher
- b) A retired principal
- c) A new teacher who started working in the school shortly after you
- d) **A friend from another school**

19: 'Looking out' is a combination of

- **A range of viewpoints about experiences**
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

20: Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
- Teachers and other education professionals are committed to continued professional development

21. Personal attributes of critical thinkers include

- a) Honesty about emotions
- b) Evaluative disposition borne from open-mindedness
- c) Personal awareness especially relating to personal bias
- d) **All of the above**

22. DATA refers to

- The analysis of an event
- A cycle of learning
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

24: What is the impact of reflective practices on the teacher

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

25: Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Once reflection becomes a habit you will not need to develop your reflective skills further

B.ed (1.5) VU Semester 1

- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

26 What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- **It includes too many viewpoints and so becomes confusing for the individual**
- does not account for students' perspectives

27 According to Brookfield, which is the most powerful lens for teachers?

- **The Self Lens**
- The Student Lens
- the peers lens, the theory lens

28 Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- **Warm feedback consists of supportive, appreciative statements**
- Warm feedback raises questions
- None of the above

29 Within a critical thinking framework, 'reasoning' is conducted from

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

30: Which of the following not a component of the process involved in reflective practice

- a) E diss
- b) **Subject knowledge**
- c) Interpersonal relationship
- d) Personality values

31 Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- **Object-led**
- Purposeful

32 The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
- A set of different viewpoints
- None

33: Learning from reflection can also be known as

- a) Discussion-based learning
- b) Enhancement-oriented learning
- c) **Professional development-based learning**
- d) Inquiry-oriented learning

34: Reflection-on-action can be described as _____

- Thinking about what to do

B.ed (1.5) VU Semester 1

- **A reconstructive mental review**
- Problem resolution
- Weighing the pros and cons of alternatives

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

- It is problem-oriented
- It is based on action research
- **It is data-driven**
- It is research-led

36: Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- **Developing a professional measurement instrument**
- Obtaining the necessary information to answer the question
- Developing a plan of action

37: Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

- Critically examine practice
- Critically examine theories
- **Critically examine practice and theories in the light of theories**
- Critically examine data and research in the light of theories

38: Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

39: What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

40 What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- **Asking many questions**

41: Interpretation is the skills of _____.

Select correct option:

- Understanding and transmitting
- **Cognition and communication**
- Thinking and talking

B.ed (1.5) VU Semester 1

- Receiving and sending information

42 Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

43 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to.....

- a) Continually develop and learn from their experience
- b) Meet organizational/ national standards
- c) **Both 'a' and 'b'**
- d) None of the above

44: Which of the following is NOT one of the four steps in action research?

Select correct option:

- a) Identifying the research problem
- b) **Developing a professional measurement instrument**
- c) Obtaining the necessary information to answer the equation
- d) Developing a plan of action

45: What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- **Both 'a' and 'b'**
- None of the above

46: Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

47: The most significant part of the model is ____.

Select correct option:

- **Learning from experience**
- Learning from reflecting
- Learning from information
- Learning from knowledge

48: What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- **Suppositions, theories, beliefs and assumptions**
- Praxis, values, theories and beliefs

49: When we think habitually, we ____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

50: Double loop learning involves ____.

Select correct option:

- Changing personal assumptions
- Changing personal approaches
- **Both 'a' and 'b'**
- None of the above

51: What factor makes reflection seem time-consuming?

Select correct option:

- a) Regular learning networks are very time-consuming
- b) Lack of leadership for Reflective Practice
- c) Regular learning networks are very time-consuming
- d) Staff is too busy**

52: Which of the following best describes the benefits of reflective practice?

- a) It changes the balance of power
- b) It determines what counts as knowledge**
- c) It provides opportunity for knowledge sharing which empowers teachers
- d) It determines foundation to more egalitarian perspectives

53: What does the idea of reflective practice dismiss?

- a) Patriarchal views
- b) Teachers view
- c) Greater involvement of teacher in setting the education agenda
- d) Fixed perception of the nature of the learning**

54: To operationalize a best practice approach teachers must

- a) Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

55. Looking in is the part of the reflective process which

- a) Occurs before teaching
- b) Occurs after teaching
- c) Occurs as a precondition for reflection**
- d) Occurs as a response to experience

56: Which of the following Best describes a 'regular learning network'?

B.ed (1.5) VU Semester 1

- a) A learning “hub” which challenge practice and policy
- b) A leaning hub of reflective practice
- c) A hub for sustained improvement in the lives of teachers
- d) A placed for teachers to come together and discuss matters of concern**

57: According to Moon. What are the key aspects of reflective practice?

- a) Reflection is a form of mental processing
- b) Relies of a cognitive re-processing of experience
- c) Aims to understand complexity and confusion in experience
- d) All of the above**

58: The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both ‘a’ and ‘b’**
- None of the above

59: Reflection is NOT _____.

- A simple ‘tick box’ activity**
- A routine activity for a teacher
- Both ‘a’ and ‘b’
- None of the above

60 :Deductive learning is _____.

- From general to specific**
- Rule base
- From unknown to known
- All the above

61: The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both ‘a’ and ‘b’**
- None of the above

62: Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience**
- Ideas, concepts and opinions

63:The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- Both ‘a’ and ‘b’**
- None of the above

64:Working inductively means to _____ .

- Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

65: By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- Adaptable to changing conditions**
- Able to review experiences critically
- Is open to many new ideas

B.ed (1.5) VU Semester 1

- 66: Reflection can be negatively influenced by _____.
▪ A lack of objectivity
▪ The Reflective Practitioner ignoring the truth
▪ None of the above
▪ **Both 'a' and 'b'**
- 67: The Professional Development Journal is _____.
▪ A personal diary
▪ An on-going discourse
▪ **A subjective dialogue**
▪ A list of critical incidents
- 68: We understand frames through the use of _____.
▪ Metaphors providing explain them
▪ Metaphors to clarify them
▪ **Metaphors to communicate logic**
▪ None of the above
- 69: The Reflective Practitioner has adapted _____.
▪ Ways of knowing
▪ Patterns of reasoning
▪ **Both 'a' and 'b'**
▪ None of the above
- 70: The study of parts of the community fall in _____.
▪ Evaluation
▪ Synthesis
▪ Analysis
▪ **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner _____.
▪ Transfers learning to new concepts easily
▪ Makes meaning and process information more deeply
▪ Has a more thorough working knowledge of theories-in-use
▪ **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means _____.
▪ **Being responsible for continuing professional development**
▪ Being responsible for managing change
▪ Being responsible for changing policy and practice
▪ None of the above
- 73: Concepts determine _____.
▪ How a Reflective Practitioner's perceptions are explained
▪ How a Reflective Practitioner's beliefs are explained
▪ **The frames for perception**
▪ The ways a Reflective Practitioner explains experience
- 74: A Reflective Practitioner is able to _____.
▪ **Question assumptions and values**
▪ Think 'outside the box'
▪ Question other people's assumptions
▪ All of the above
- 76: We develop theories-in-use as Reflective Practitioners to _____.
▪ **Understand theories as we apply them**

B.ed (1.5) VU Semester 1

- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

77: Effective writing in a Professional Development Journal _____.

- May include diagrams and drawings
- Is short and precise
- **Both 'a' and 'b'**
- None of the above

78: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- **Both 'a' and 'b'**
- None of the above

79: An effective action plan is _____.

- Developmental
- Precise
- Shared
- **All of the above**

80: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- **All of the above**

81: A reflective action plan provides the Reflective Practitioner with _____.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

82: Reflective writing _____.

- Is personal
- **Links theory to practice** **not sure**
- Questions experience

83: Benjamin Bloom major work in is....

- a) Affective
- b) Management
- c) **Cognitive**
- d) Psychomotor

B.ed (1.5) VU Semester 1

84: We can make theory-in-use visible by....

- a) **Construction someone's theory-in-use from observations of behavior**
- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement'

- a) **Is not too specific**
- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

86: Professional knowledge relates to

- a) Subject knowledge
- b) Communication skills
- c) Social interaction
- d) **All of the above**

87: The benefits of concept-based learning

- a) Depend on the experience of the reflective practitioner
- b) **Depend on the intellectual level of thinking of the reflective practitioner**
- c) Depend on the emotional engagement of the reflective practitioner
- d) Depend on the psychological engagement of the reflective practitioner

88: The reflective practitioner uses 3-dimensional instruction to

- a) Develop skills for concept-based teaching
- b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) **all of the above**

89: critically reflective teaching is

- a) responsible for highly effective pedagogies
- b) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) **all of the above**

Quiz

Question 1: Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2: According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3: Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4: What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children Challenging environments

Question 5: Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6: Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

question 8: Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive

- it is not based on 'black-and-white' thinking

Question 9: 'Looking out' is a combination of ____.

- A range of viewpoints about experiences
- Looking around' and 'looking back'
- Perspectives which direct the focus of attention
- None of the above

Question 10: Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3: What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4: What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5: Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6 What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7 According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8 Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching

- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9 Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10 The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2: Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3: Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4: Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

5: Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

6: Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7: What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

8 What is question/ analysis in the reflective cycle?

Select correct option:

- **Taking on the role of researcher**
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1: Interpretation is the skills of _____.

Select correct option:

- **Understanding and transmitting**
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2 Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

2: Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3 What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4 Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5 The most significant part of the model is _____.

Select correct option:

- Learning from experience

- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we ____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves ____.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates ____ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
7. Best describes a regular learning network. A learning "hub" which challenge practice and policy
8. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

EDU406:Quiz 1

Quiz Start T

Question # 1 of 10 (Start time: 07:09:39 PM, 23 November 2016)

According to Stephen Brook, reflective practice is?

Select correct option

☐	Locates teaching within the context of the school agenda
☐	Empowers the teacher to appreciate the bigger picture surrounding teaching
☒	Is a way for teaches to understand their problems
☐	None of the above

EDU406:Quiz 1

Quiz Start Time: 07:09 PM, 23 I

Question # 2 of 10 (Start time: 07:10:34 PM, 23 November 2016)

Reflection is a form of _____ processing that we use to fulfill a purpose or achieve anticipated outcome

Select correct option

☐	physical
☒	mental
☐	purposeful
☐	none of the above

EDU406:Quiz 1

Quiz S

Question # 3 of 10 (Start time: 07:11:41 PM, 23 November 2016)

Concept formation involves _____.

Select correct option

☒	Perception, abstraction, generalization
☐	Observation, analysis, synthesis
☐	Perception, analysis, categorization
☐	Observation, synthesis, generalization

[Click here to Save](#)

EDU406:Quiz 1

Question # 5 of 10 (Start time: 07:13:54 PM, 23 November 2016)

Which of the following is NOT a 'best' practice?

Select correct option

☐	Educates the whole child
☐	Follows the text closely to ensure coverage of the curriculum
☐	Students' active participation in learning
☒	Challenging environments

[Click](#)

EDU406:Quiz 1

Question # 6 of 10 (Start time: 07:14:40 PM, 23 November 2016)

Which of the following is NOT a principle of Reflective Practice?

Select correct option

☒	It is problem-oriented
☐	It is based on action research
☐	It is data-driven
☐	It is research-led

EDU406:Quiz 1

Question # 7 of 10 (Start time: 07:15:49 PM, 23 November 2016)

What is reflective practice?

Select correct option

☐	A process to evaluate teaching
☐	Process leading to activity in response to any aspects of the professional role
☒	Process of action to improve the professional role
☐	None of the above

EDU406:Quiz 1

Question # 8 of 10 (Start time: 07:16:19 PM, 23 Novemb

Reflective writing focuses _____.

Select correct option

☐	On all aspects of an experience
☐	Critical incidences
☐	Specific details within an experience
☒	Ideas, concepts and opinions

EDU406:Quiz 1

Question # 9 of 10 (Start time: 07:17:37 PM, 23 November 2016)

Within a critical thinking framework, 'reasoning' is conducted from _____ .

Select correct option

☒	A logical framework
☐	An objective perspective
☐	Both 'a' and 'b'
☐	None of the above

EDU406 Quiz#2

- 3 The Reflective Practitioner must _____.
▪ Manage workloads as part of their role in planning and leading the profession
▪ Ensure a suitable work-life balance
▪ Both 'a' and 'b'
▪ **None of the above**
- 4 Reflection is NOT _____.
▪ **A simple 'tick box' activity**
▪ A routine activity for a teacher
▪ Both 'a' and 'b'
▪ None of the above
- 6: Deductive learning is _____.
▪ **From general to specific**
▪ Rule base
▪ From unknown to known
▪ All the above
- 7 The Reflective Practitioner has adapted _____.
▪ Ways of knowing
▪ Patterns of reasoning
▪ **Both 'a' and 'b'**
▪ None of the above
- 8 Reflective writing focuses _____.
▪ **On all aspects of an experience**
▪ Critical incidences
▪ Specific details within an experience
▪ Ideas, concepts and opinions
- 9: The Reflective Practitioner is concerned with _____.
▪ Using a wider range of experiences and research to underpin the approach to teaching
▪ **Using a wider range of pedagogies as a means to realize excellence in teaching**
▪ Both 'a' and 'b'
▪ None of the above
- 10: Working inductively means to _____.
▪ **Identify a goal and explore strategies to achieve it**
▪ Plan a programme of discussion and observation to improve
▪ Reflect in an exploratory and trial-and-error fashion
▪ None of the above
- 1: By having an open-minded attitude, the Reflective Practitioner is _____.
▪ **More reflective**
▪ Adaptable to changing conditions
▪ Able to review experiences critically
▪ Is open to many new ideas
- 3: Reflection can be negatively influenced by _____.
▪ **A lack of objectivity**
▪ The Reflective Practitioner ignoring the truth
▪ None of the above
▪ Both 'a' and 'b'
- 4: The Professional Development Journal is _____.

- A personal diary
 - An on-going discourse
 - A subjective dialogue
 - A list of critical incidents
- 5: We understand frames through the use of _____.
 - Metaphors providing explain them
 - Metaphors to clarify them
 - Metaphors to communicate logic
 - None of the above
- 6 The Reflective Practitioner has adapted _____.
 - Ways of knowing
 - Patterns of reasoning
 - Both 'a' and 'b'
 - None of the above
- 7: The study of parts of the community fall in _____.
 - Evaluation
 - Synthesis
 - Analysis
 - Knowledge
- 8: Concept-based learning means the Reflective Practitioner _____.
 - Transfers learning to new concepts easily
 - Makes meaning and process information more deeply
 - Has a more thorough working knowledge of theories-in-use
 - Works with deeper levels of conceptual understanding
- 9: Being committed to the profession means _____.
 - Being responsible for continuing professional development
 - Being responsible for managing change
 - Being responsible for changing policy and practice
 - None of the above
- 10: Concepts determine _____.
 - How a Reflective Practitioner's perceptions are explained
 - How a Reflective Practitioner's beliefs are explained
 - The frames for perception
 - The ways a Reflective Practitioner explains experience
- 1: A Reflective Practitioner is able to _____.
 - Question assumptions and values
 - Think 'outside the box'
 - Question other people's assumptions
 - All of the above
- 2: We develop theories-in-use as Reflective Practitioners to _____.
 - Understand theories as we apply them
 - Predict what will happen when we apply theory to practice
 - Explain situations
 - Generate schemas for translating theory into practice
- 4: Effective writing in a Professional Development Journal _____.
 - May include diagrams and drawings

- Is short and precise
- Both 'a' and 'b'
- None of the above

5: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

EDU406:Quiz No. 2

Quiz 5

Question # 1 of 10 (Start time: 08:58:15 PM, 07 December 2016)

Critically reflective teaching is _____.

Select correct option

☒	Responsible for highly effective pedagogies
☐	Responsive and adaptable to meet learners' needs
☐	A social process involving family and community
☐	All of the above

EDU406:Quiz No. 2

Question # 3 of 10 (Start time: 09:01:03 PM, 07 December 2016)

We can make theory-in-use visible by _____.

Select correct option

☐	Construct someone's theory in-use from observations of behavior□
☐	Clues for discovering the Theory-In-Use
☒	Developing ideas
☐	Exploring concepts

EDU406:Quiz No. 2

Q

Question # 4 of 10 (Start time: 09:02:26 PM, 07 December 2016)

A 'problem statement' _____.

Select correct option

☐	Is not too specific
☒	Finds solutions to problems
☐	Does not find solutions to problems
☐	Is not too general

EDU406:Quiz No. 2

Question # 5 of 10 (Start time: 09:03:52 PM, 07 December 2016)

Professional knowledge relates to _____.

Select correct option

☐	Subject knowledge
☒	Communication skills
☐	Social interaction
☐	All of the above

EDU406:Quiz No. 2

Q

Question # 6 of 10 (Start time: 09:04:29 PM, 07 December 2016)

The benefits of concept-based learning _____.

Select correct option

☐	Depend on the experience of the Reflective Practitioner
☒	Depend on the intellectual level of thinking of the Reflective Practitioner
☐	Depend on the emotional engagement of the Reflective Practitioner
☐	Depend on the psychological engagement of the Reflective Practitioner

EDU406:Quiz No. 2

Quiz Start Time: 1

Question # 7 of 10 (Start time: 09:05:46 PM, 07 December 2016)

The Reflective Practitioner is concerned with _____.

Select correct option

☐	Using a wider range of experiences and research to underpin the approach to teaching
☒	Using a wider range of pedagogies as a means to realize excellence in teaching
☐	Both 'a' and 'b'
☐	None of the above

EDU406:Quiz No. 2

Qui

Question # 8 of 10 (Start time: 09:06:47 PM, 07 December 2016)

The Reflective Practitioner uses 3-Dimensional instruction to _____.

Select correct option

☒	Develop skills for concept-based teaching
☐	Develop understanding of connection between topics/ subjects
☐	Build use multiple intelligences in their teaching
☐	All of the above

EDU406 Q#2

1. The Reflective Practitioner must _____.
 - Manage workloads as part of their role in planning and leading the profession
 - Ensure a suitable work-life balance
 - Both 'a' and 'b'
 - **None of the above**
2. Reflection is NOT _____.
 - **A simple 'tick box' activity**
 - A routine activity for a teacher
 - Both 'a' and 'b'
 - None of the above
3. Deductive learning is _____.
 - **From general to specific**
 - Rule base
 - From unknown to known
 - All the above
5. The Reflective Practitioner has adapted _____.
 - Ways of knowing
 - Patterns of reasoning
 - **Both 'a' and 'b'**
 - None of the above
6. Reflective writing focuses _____.
 - **On all aspects of an experience**
 - Critical incidences
 - Specific details within an experience
 - Ideas, concepts and opinions
7. The Reflective Practitioner is concerned with _____.
 - Using a wider range of experiences and research to underpin the approach to teaching
 - **Using a wider range of pedagogies as a means to realize excellence in teaching**
 - Both 'a' and 'b'
 - None of the above
8. Working inductively means to _____.
 - **Identify a goal and explore strategies to achieve it**
 - Plan a programme of discussion and observation to improve
 - Reflect in an exploratory and trial-and-error fashion
 - None of the above
9. By having an open-minded attitude, the Reflective Practitioner is _____.
 - **More reflective**
 - Adaptable to changing conditions
 - Able to review experiences critically
 - Is open to many new ideas
3. Reflection can be negatively influenced by _____.
 - **A lack of objectivity**
 - The Reflective Practitioner ignoring the truth
 - None of the above
 - Both 'a' and 'b'
4. The Professional Development Journal is _____.

- A personal diary
 - An on-going discourse
 - A subjective dialogue
 - A list of critical incidents
- 5: We understand frames through the use of _____.
 ▪ Metaphors providing explain them
 ▪ Metaphors to clarify them
 ▪ Metaphors to communicate logic
 ▪ None of the above
- 6 The Reflective Practitioner has adapted _____.
 ▪ Ways of knowing
 ▪ Patterns of reasoning
 ▪ Both 'a' and 'b'
 ▪ None of the above
- 7: The study of parts of the community fall in _____.
 ▪ Evaluation
 ▪ Synthesis
 ▪ Analysis
 ▪ Knowledge
- 8: Concept-based learning means the Reflective Practitioner _____.
 ▪ Transfers learning to new concepts easily
 ▪ Makes meaning and process information more deeply
 ▪ Has a more thorough working knowledge of theories-in-use
 ▪ Works with deeper levels of conceptual understanding
- 9: Being committed to the profession means _____.
 ▪ Being responsible for continuing professional development
 ▪ Being responsible for managing change
 ▪ Being responsible for changing policy and practice
 ▪ None of the above
- 10: Concepts determine _____.
 ▪ How a Reflective Practitioner's perceptions are explained
 ▪ How a Reflective Practitioner's beliefs are explained
 ▪ The frames for perception
 ▪ The ways a Reflective Practitioner explains experience
- 1: A Reflective Practitioner is able to _____.
 ▪ Question assumptions and values
 ▪ Think 'outside the box'
 ▪ Question other people's assumptions
 ▪ All of the above
- 2: We develop theories-in-use as Reflective Practitioners to _____.
 ▪ Understand theories as we apply them
 ▪ Predict what will happen when we apply theory to practice
 ▪ Explain situations
 ▪ Generate schemas for translating theory into practice
- 4: Effective writing in a Professional Development Journal _____.
 ▪ May include diagrams and drawings
 ▪ Is short and precise
 ▪ Both 'a' and 'b'

- None of the above

5: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

6: An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

7: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

8: A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

9: Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

Our assumption can be Perceptual.

A product for a teacher might include. All of above

A paradigm shift is. Brings a new set of concepts

Reframing for new learning is. Focused on inventing new strategies

Concept formation involves. Perception, abstraction, generalization

The highest level of Bloom taxonomy is. Evaluation

Using a reflective action plan is valuable. To set targeted action points

The Professional development Journal supports the RP to. Reflect on experiences

Inductive learning is. None of the above

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice

Question No.2:

According to Stephen Brook, reflective is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- a way for teaches to understand their problems
- None of the above

Question 3:

Which of the following is NOT a 'best' ? Pg.19

- Educates the whole child
- Follows the text closely to ensure coverage of the curriculum
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
Pg294

- Reflection is more effective when conducted collaboratively
- Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- Certificated Courses
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- When we cannot say what we know
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- both 'a' and 'b'
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- It is emotive
- it is not based on 'black-and-white' thinking

Question 9:

‘Looking out’ is a combination of _____.

- A range of viewpoints about experiences
- Looking around’ and ‘looking back’
- Perspectives which direct the focus of attention
- None of the above

Question 10:

Which of the following assumptions does NOT underlie action research?

- Teachers and other education professionals have authority to make decisions
- Teacher and other education professionals want to improve their practice
- Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay
- Teachers and other education professionals are committed to continued professional development

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher’s values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher’s professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does ‘a lack of conceptual clarity’ mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students’ perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of ‘warm’ feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

4:

Which of the following is NOT one of the four steps in action research?

Select correct option:

- Identifying the research problem
- Developing a professional measurement instrument
- Obtaining the necessary information to answer the question
- Developing a plan of action

5:

Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

- Critically examine practice
- Critically examine theories
- Critically examine practice and theories in the light of theories
- Critically examine data and research in the light of theories

6:

Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of _____.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- Analysing and evaluating
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases

- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is _____.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we _____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves _____.

Select correct option:

- Changing personal assumptions (thinking deferentially
- Changing personal approaches changing rule pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

Quiz no 1

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Critical reflection facilitates_____ learning. Fosters transformational learning
4. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
5. True about teacher's professional knowledge and understanding?
6. What is reflection practice? Process of action to improve the professional role
- 7.

describes a regular learning network. A learning “hub” which challenge practice and policy

8. According to Moon. What are the key aspects of reflective practice? **Aims to understand complexity**

9.reflection is a form of**Mental**.....processing that we use to fulfill purpose or achieved anticipated outcome.

10.

1.What is the name of Competences that Characterize the Critical Thinker? Clarification

2. The reflective practitioner relies on _____.Synergistic thinking

3. Which of the following NOT involves internal commitment to discovery _____.Knowing what you have learned or what you want to learn from practice and experience needs some planning

4. What is the benefit of Benefits of concept-based teaching and learning_____

.A teacher who questions, investigates, explores and discovers

5. Epistemic stances _____.Traditional knowing

6. _____ is a process by which the reflective practitioner learns how to organize information in logical mental structures. Conceptual learning

7. Absolute knowing’ is a process of _____.Learning from others

8.Identifying opportunities for you to discuss, reinforce and develop your practice is about inductive action planning_____ _Inductive action plan

9. How many types of frames are_____.2

10. Reflecting on interpreting of both the learner’s experience and the phenomena being experienced so as to move beyond the partiality of previous understanding is _____.Hermeneutic Phenomenological analysis

Within a critical thinking framework, reasoning is conducted from..... a logicalframe work.

One part of learning from reflection relies teachers being open minded.These characteristics include all but.....

Question # 2 of 10 (Start time: 08:59:37 PM, 07 December 2016)

Benjamin Bloom major work in is _____.

Select correct option

☐	Affective
☐	Management
☐	Cognitive
☐	Psychomotor

Question # 3 of 10 (Start time: 09:01:03 PM, 07 December 2016)

We can make theory-in-use visible by _____.

Select correct option

☐	Construct someone's theory in-use from observations of behavior□
☐	Clues for discovering the Theory-In-Use
☐	Developing ideas
☐	Exploring concepts

Question # 4 of 10 (Start time: 09:02:26 PM, 07 December 2016)

A 'problem statement' _____.

Select correct option

☐	Is not too specific
☐	Finds solutions to problems
☐	Does not find solutions to problems
☐	Is not too general

EDU406:Quiz No. 2

Question # 5 of 10 (Start time: 09:03:52 PM, 07 December 2020)

Professional knowledge relates to _____.

Select correct option

☐	Subject knowledge
☐	Communication skills
☐	Social interaction
☐	All of the above

Question # 6 of 10 (Start time: 09:04:29 PM, 07 December 2016)

The benefits of concept-based learning _____.

Select correct option

☐	Depend on the experience of the Reflective Practitioner
☐	Depend on the intellectual level of thinking of the Reflective Practitioner
☐	Depend on the emotional engagement of the Reflective Practitioner
☐	Depend on the psychological engagement of the Reflective Practitioner

Question # 8 of 10 (Start time: 09:06:47 PM, 07 December 2016)

The Reflective Practitioner uses 3-Dimensional instruction to _____.

Select correct option

☐	Develop skills for concept-based teaching
☐	Develop understanding of connection between topics/ subjects
☐	Build use multiple intelligences in their teaching
☐	All of the above

Question # 7 of 10 (Start time: 09:05:46 PM, 07 December 2016)

The Reflective Practitioner is concerned with _____.

Select correct option

☐	Using a wider range of experiences and research to underpin the approach to teaching
☐	Using a wider range of pedagogies as a means to realize excellence in teaching
☐	Both 'a' and 'b'
☐	None of the above

Question # 1 of 10 (Start time: 08:58:15 PM, 07 December 2016)

Critically reflective teaching is _____.

Select correct option

☐	Responsible for highly effective pedagogies
☐	Responsive and adaptable to meet learners' needs
☐	A social process involving family and community
☐	All of the above

406 BY SHOUKAT AAJIZ ON 26 MAY 2021

Bloom's taxonomy of learning has _____ stages.

6

Mindfulness helps to have _____.

Awareness

Which one of the following proposed basic model on which dialogic reflection is based?

Brockbank & McGill (2000)

“Which step is based on judgments and on teacher’s opinion about things”.

Evaluation

What is to be gained from reflective practice?

Best practice

Processes in participatory reflection include all of the following EXCEPT _____.

Extending thinking

Reflexivity is a concept which is easily:

Communicated

It is very much about thinking back after the classroom teaching has happened.

Reflecting on practice

Which one of the following aspects of individuals are involved in dialogic reflection?

According to Donald Schon, action research is a relationship between _____ and change action.

Understanding

Which of the following assumptions does NOT underlie action research?

Who proposed a framework based on different kinds of critical thinking?

Maziro

Which one of the following is the name of the Schon's book (1983)?

The Reflective Practitioner

"Am I using the right strategies for teaching?" is an example of:

Academic reflection

Thinking is based on _____.

Assumptions

In Steven Brook field's model, self-lens referred to as:

According to Boud's model reflective practice is based on the -----

Observation

Open-mindedness, flexibility, truth-seeking, confidence are describing which of these terms?

Dispositions

According to the stage theory the one who is just starting is called which type of thinker?

Unreflective

What are the four components of Kolb's Reflective Cycle?

Abstract experience, reflective observation, abstract conceptualization and active experimentation

Bloom's model which guides the lowest level of reflection might use all the following except _____.

Was the lesson complete on time?

What is reflective practice?

Process to evaluate teaching

A common strand of reflecting-in-action and reflecting-on-practice is _____.

Examine our work

According to Sandwell, which one of the following is the result of giving too much emphasis on individual?

How many levels are in Bloom's taxonomy relation?

6

Taking the critical thinker another step further closer to the goal of higher order thinking is referred to _____.

Analysis

Which of the following is NOT one of the four steps in action research?

Developing a professional measurement instrument

Inference is defined as the ability to:

How many types of reflection for teachers have been proposed by Hatton and Smith (1995)?

THREE

Self-awareness is the part of

The move towards seeing teachers as reflective practitioners is a rejection of _____ view of teaching learning.

Top-down

Which one of the following reflection requires models or framework which provide a specific and structured approach?

Formal

Which one of the following repertoire of teaching is developed through reflection in the classroom?

Strategies

Experimentation is the _____ phase of Rodgers model.

Experimentation

Which one of these element encounter with the elements of step 3 in the model of Critical Thinking?

Practice before you assess

The second step in 5-step model of critical thinking is _____.

Develop appropriate questions

Which one of the following does not acknowledge the problematic nature of language and discourse within practice environment?

Schon

Monitoring and Evaluation of thinking is called as _____.

Metacognition

Critical thinking is a _____ process.

Cognitive

In which phase of Rodgers model (2002) the teacher can move backwards?

Presence in experience

In reflective practice, practitioners engage in a continuous cycle of self-observation and _____.

Self-evaluation

Reflective Practice is based on _____.

Action research

What is the correct sequence of Rodgers model (2002)?

Presence in Experience, Description of Experience, Analysis of experience, Experimentation

Which one of the following needed to be considered in reflective practice process?

Perfection

Failure

Diversity

Improvement

Which of the following is NOT a part of the phase 'look-out'?

Ethics

Double-Loop learning is

Instrumental

Reflexivity for teachers means NOT only engaging both in a personal reflection but also -----
--.

Encourage wider discussions

Self-awareness is the part of

An Emancipator Phase

According to social constructivist model of learning, reflective practice is referred to
_____process.

Thinking

To whom practionioner it is possible to frame Venn Diagrams as a tool for thinking about
practice:

Reflective

What is the meaning of “Knowing that” in Schon’s model of reflective practice?

Make sense of and use theories

All are the areas of concern for reflective practice EXCEPT _____.

Creative

What was the main concern of Schon?

Development of teachers

Which phase is about examining and developing a genuine understanding?

Descriptive Phase

In which phase of Gibbs Reflective Cycle (1988) teachers make a judgment for themselves about
the teaching in the classroom?

Evaluation

QUIZ NO 1

QUIZ NO 2

QUIZ NO 3



MCQ

Multiple Choice Questions

29th of December 2020 (MCQs-134

MID TERM GRAND QUIZ

- The cognitive process is characterized as essential to _____ **Higher order thinking**
- Which one is called an example of critical thinking? _____ **Questioning**
- The most basic level of reflection is called as _____ **Technical**
- quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
- The name of the Schon (1983) book is ----- **The reflective practitioner**
- In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
- Inference is defined as the ability to _____ **understand the information**
- Reflective teachers are more likely to develop _____ learners. _____ **Reflective**
- Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
- The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
- seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
- according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
- According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
- Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
- Clarify is defined as _____ **State one point at a time**
- Concept act as tools for coping with the world and for solving problems _____ **cognitive**
- Within a critical thinking framework, 'reasoning' is conducted from _____ **Both 'a' and 'b'**
- The term selective practice is derived from the work of _____ **Dewey**

19. What confuses the critical thinking and pushes thought in specific directions _____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as _____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**
22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning _____ **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a _____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**
32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and _____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ___ part of the event only. _____ **Significant**
36. Double loop learning involves _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different _____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires _____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: _____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? _____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? _____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**

52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their _____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner _____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages _____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold _____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**
66. making sound judgments in work related situation is an attribute of..... competence _____ **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are _____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions __to improve practice. _____ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that ____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**

82. Professional competencies may be developed by:_____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: _____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from _____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening" but on: _____ **what has happened?**
88. What is reflective practice _____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of _____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? _____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**
99. According to schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. in which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice? _____ **Reflective practitioner models reflective learning**
104. The competence model is about _____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**
107. Reflective writing does all of the following expect: _____ **create ideas**

108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class
_____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____
_____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to
: _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. _____ **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**

Lecture No. 1 to 6 (Topic 01 to 36).

QUIZ NO 1

30-12, 2020 to 01-12, 2020

1. A benefit of the green away model of reflection is _____ **It is cyclical**
2. Which of the following best describes the benefits of reflective practice?
_____ **It determines what counts as knowledge.**
3. A common strand of reflecting-in-action and reflecting-on- practice is
_____ **Connecting with feelings in relation to applications of theory**
4. Which one statement is the example of core best practice? _____ **Teachers provides an enriched environment**
5. What is reflective practice? _____ **Process of action to improve the professional role**
6. What type of reflection allows teachers to modify his/her teaching strategy based on students responses?
_____ **All the above**
7. Reflection on action deals with the happened _____ **Outside the classroom**
8. Bloom's model which guides the lowest level of reflection might use all the following except
_____ **Did I give enough time for individual activity?**
9. Which of the following is NOT a skill which underpins reflexivity? _____ **Existential phenomenology**
10. A critical friend can be defined as _____ **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
11. What does the idea of reflective practice dismiss? Select the corect option _____ **Teachers view**
12. Which of the following is not a reason for reflective practice? Select the correct option _____ **It is a professional requirement correct**

- 13.** Which of the following about teacher's professional knowledge and understanding is true?
_____ **Teachers need to develop reflection and evaluation to support their own and others practice**
1. Reframing helps the reflective practitioner....? _____ **Both a and b**
 2. Personal attributes of critical thinkers include: _____ **changing with the experiences**
 3. a Limitations of self-reflection are..... _____. **the difference between perception and reality**
 4. Frames are influenced by _____. **Metaphors**
 5. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
 6. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
 7. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
 8. Personal attributes of critical thinkers includes : **all of above**
-
9. Interpretation is the skills of _____ **Understanding and transmitting**
 10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----
--- concerns. _____ **Professional**
 11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall-----
_____ - **Competencies**
 12. Epistemic stances _____ **Change with the experiences**
 13. All were the critiques on the Reflective practice movement
except _____ **Helps to improve teachers practice**
 14. Critically reflective learning is nurtured by relationships between teacher and ----- _____ **Learner**
 15. The 4Ps reframing matrix are productive, planning potential and----- **People perspective**
 16. One of the pedagogic concern raised by reflective teaching is called _____ **Development readiness**
 17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

Evidences

18. Critical Reflection involves which of the following?

Analysing and evaluating

19. Single loop learning has ----- strategies.

Rigid

20. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Unknown area

21. Concept is looked or understood differently by reframing core belief based on

New supporting beliefs

22. A reflective practitioner is able to

Question assumptions and values

23. What is the evidence of reflecting thinking?

Reflective writing

24. In 5-step model of critical thinking, the first step is:

Determining goals/objectives

25. Theory that commands the thinking the action is known as

Theory in use

26. Micro- Outcomes involves:

All of these

27. Reflective practice is important because it is used to:

Improve teacher's practice

28. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Encourage different ways of thinking

1. Reflective practices focuses on.....

a)improvement

2. Looking is the part of the reflective process which.....

a) occurs before teaching

3. Frames are influenced by.....

c) Perceptions

4. which of the following do not transfer but are locked in time, place or a situation.....

c)facts

6. Reflective action plan involves being helped to.....

d)All of the above

7. core critical thinking skills are

d)All of these

8. Epistemic stances

c) changes with the experiences

9. what is the trickiest pedagogic task according to stefhan brookfield?

b) Getting inside students heads

10. A reframing matrix is a tool used because different people have different.....

a) Experiences to approach the problems

11. Reflective practice have been embraced by teachers researchers, teacher and educators since last

a) two decades

12. When a professional practitioner is aware of the relevance of the skill it is called.....

a)conscious incompetence

13. A product for a teacher might include.....

d)All of these

14. Learning to learn is

d)All of the above

15. what are the indicators of a reflective practitioner?

d) All of the above

16. Reframing helps to reflective practitioner.....

a) see alternative solutions and actions

b)see things from other perspective

c)both a and b

d)None of the above

17. Which of the following helps to reduce blind area and expand open area of a person in team context.....

a) feedback

18. Personal attributes of critical thinkers include:

- a) Honesty about emotions
- b) Evaluation disposition prone from open- mindedness
- c) Personal awareness specially relating to personal bias
- d) All of the above

19. Reflecting logically allows teachers to take control of their learning and helps them to develop overalld) Performance

- 1) which of the following is an example of warm feedback. Warm feedback consists of supportive, appreciative statements
 - 2) The critical lenses refer to None of above
 - 3) The practitioner accounts are considered none-problematic for all reasons expect No effort is made to foster reflection on language
 - 5) The cognitive processes is characterized as essential to Higher order thinking
 - 7) which of the following best describe a ' regular learning network': A place for a teacher to come together and discuss matter and concern
 - 8) Technical rationally in reflection deal with the Behavior and skills
 - 9) critical reflection involves which of the following Analysing and evaluating
 - 11) reflective practitioner does not believe in One single truth/one right way
 - 12) learning+ reflection= Experience Is know as Boud's triangular representation
- The first step in the reflective practice process is: Examine teaching occasion particular that went badallows teachers to analyze what they have been learned and how they learned to take control of their development. Critical reflection
- In reflective practice, practitioner engage in a continuous cycle of self-observation and.....Self evaluation
- A 'product 'for a teacher might include.....All of the above
- Absolute knowing is a process ofLearning from other
- The stage-6 of critical thinking development is called as thethinker. Accomplished
- Which of the following is NOT a 'best' practice? Follow the next closely to ensure coverage of the curriculum
- Core Critical Thinking Skills are: All of the these
- Reframing helps the Reflective Practitioner.....Both 'a' and 'b'
- In reflective writing the two source of evidence are: your and academic reflection

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachers

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theary Lens

Q9: Double loop leanng involves

Changing personal assumptions

Changing personal approaches

Both a and 'b

None of the above

Q10. The Reflective Practitioner must _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above corrcet

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12. Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option

Self-regulation

interpretotion

both a and b

None of the above

Q15. What is question/ analysis in the reflective cycle? Select the corect option. Taking on the role of researcher

Q16. one of the four steps in action research.

Identifying the research problem

Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option **Suppositions, theories, beliefs and assumptions**

Q18. Which of the following not a component of the process involved in reflective practice?

Select the corect option Subject Knowledge

Q19. Which of the following is NOT a best practice? Select the colrect option

Educates the whole child

Follows the text closely to ensure coverage of the curriculum

Students' active participation in leaning

Challenging envoronnents

Q21. One part of learning from reflection relies on teachers being open minded These charactenstics include all but Select the correct option

Accepting consequences of their decisions

Viewing situstions from multiple perspectives

Searching for alternatives explanations for classroom events

Using evidence to support or evaluate a decision or position

Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

Guidance and structure are key factors for Reflective Practitioners

When the Reflective Practitioner knows what is best for children

Q23. What does „a lack of conceptual clarity“ mean?

The educational community has different interpretations of reflection

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

does not account for students“ perspectives

Q24. Creative Thinking is not critical thinking because

It is not logical

Ut is not problem-centred

It is emotive

It is not based on „black-and-white“ thinking

Q25. Reflection-on-action can be described as _____

Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

Q26.

Critical thinking is _____.

Select correct option:

A biological process

A psychological and cognitive process

A communication process

All of the above

Q29. Critical Reflection involves which of the following?

Select correct option:

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?

Select correct option:

Regular learning networks are very time-consuming

Lack of leadership for Reflective Practice

Regular learning networks are very time-consuming

Staff is too busy

Q32. Self-regulation is Select the correct option

A metacognitive process correct

A creative process

A psychological process

A communication process

Q34. To increase our 'understanding' we need to Select the correct option

Dismiss reasoning

Respect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'
- None of the above

2. Reflection is NOT _____.

- A simple 'tick box' activity
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is _____.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

5. Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- **Both 'a' and 'b'**
- None of the above

7. : Working inductively means to _____ .

- **Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- **Adaptable to changing conditions**
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- **A lack of objectivity**
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10.: The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- **A subjective dialogue**
- A list of critical incidents

11.: We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- **Metaphors to communicate logic**
- None of the above

12.: The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- **Knowledge**

13.: Concept-based learning means the Reflective Practitioner _____ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- **Works with deeper levels of conceptual understanding**

14.: Being committed to the profession means _____.

- **Being responsible for continuing professional development**
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15.: Concepts determine _____.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained
- **The frames for perception**
- The ways a Reflective Practitioner explains experience

16.: A Reflective Practitioner is able to _____.

- Question assumptions and values
- **Think 'outside the box'**
- Question other people's assumptions
- All of the above

17.: We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- **Explain situations**
- Generate schemas for translating theory into practice

18.: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- **Clearly identified evidence sources**
- Both 'a' and 'b'
- None of the above

19.: An effective action plan is _____.

- Developmental
- **Precise**
- Shared
- All of the above

20.: Professional knowledge relates to _____.

- **Subject knowledge**
- Communication skills
- Social interaction
- All of the above

21.: A reflective action plan provides the Reflective Practitioner with _____.

- **Targets, planning, evaluation**
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22.: Reflective writing _____.

- Is personal
- **Links theory to practice**
- Questions experience

23. Our assumptions can be **revealed and explored through four lenses.**

24. A product for a teacher might include. **All of above**

25. A paradigm shift is. **Brings a new set of concepts**

26. Reframing for new learning is. **Focused on inventing new strategies**

27. The highest level of Bloom taxonomy is. **Evaluation**

28. Using a reflective action plan is valuable. **To set targeted action points**

29. The Professional development Journal supports the RP to. **Reflect on experiences**

30. Inductive learning is. **Specific to general**

84: We can make theory-in-use visible by..

a) Construction someone's theory-in-use from observations of behavior

b) Clues for discovering the theory-in-use

c) Developing ideas

d) Exploring concepts

85: A 'problem statement'

a) Is not too specific

b) Find solutions to problems

c) Does not find solutions to problems

d) Is not too general

88: The reflective practitioner uses 3-dimensional instruction to

.. b) Develop understanding of connection between topics/subject

c) Build use multiple intelligence in their teaching

d) all of the above

89: critically reflective teaching is .

. a) responsible for highly effective pedagogies

B) responsive and adaptable to meet learners' needs

c) a social process involving family and community

d) all of the above

According to moon what are the key aspects of reflective practice.

A). reflective practice is a form of mental processing

b. Relies of a cognitive re processing of experience

c. aims to understand complexity and confusion in experience

d. All of the above.

10. Which of the following is not the best practice?

ANS. Follows the text closely to ensure coverage of the curriculum

11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?

Ans. Using evidence to support or evaluate a decision or position.

12. What is hyper reflexivity?

Ans. Deconstructing applications of knowledge in the classroom.

13. The most significant part of the model is...? Ans learning from experience

14.DATA refers to...? The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

Honesty about emotions

Evaluation disposition borne from open-mindedness

Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

Reflective practice helps students learn

It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical

Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description

Thoughtful listening

Extending thinking

None of the above

knowing in action is described by Schon as:

Our knowing is ordinarily implicit in our patterns of action

When we cannot say what we know

When we go about spontaneous, intuitive performance of the actions of every day life

All of the above

Interpretation is the skill of
Understanding and transmitting
Cognition and communication
Thinking and talking
Receiving and sending information

When we think habitually, we _____

Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which _____

Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?

Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____

Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____

Ans: It uses 'what', 'why' and 'how' questions

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**
- None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- **Follows the text closely to ensure coverage of the curriculum**
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- **When we cannot say what we know**
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

4:

What is the impact of reflective practices on the teacher

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- **The educational community has different interpretations of reflection**
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- **The Student Lens**
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- **Warm feedback consists of supportive, appreciative statements**
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- **Object-led**
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

- **Thinking about what to do**
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- **It is problem-oriented**
- **It is based on action research**
- **It is data-driven**
- **It is research-led**

6:

Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- **Taking on the role of researcher**
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of _____.

Select correct option:

- **Understanding and transmitting**
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is _____.

Select correct option:

- Learning from experience
- **Learning from reflecting**
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- **Beliefs, values and assumptions**
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we _____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

8

Double loop learning involves _____.

Select correct option:

- Changing personal assumptions
- **Changing personal approaches** pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- **Regular learning networks are very time-consuming**
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming

- Staff is too busy

1. Is not reflection in a professional setting? **Object-led**
2. Best practice approach teachers must . **Be committed to professional dialogue with other teachers**
3. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
4. True about teacher's professional knowledge and understanding?
5. What is reflection practice? **Process of action to improve the professional role**
6. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**
7. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
a) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
a) **Deconstructing applications of knowledge in the classroom**
3. Kolb's reflective cycl
a) **Both 'a' and 'b'**
4. Which of the following is not a reason for reflective practice?
a) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
a) **Be committed to professional dialogue with other teachers**
6. Rapid reflection is all but
a) **Contemplative**
7. Processes in participatory reflection include all of the following except
a) **None of the above**
8. A critical friend can be defined as
a) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
9. Bloom's model which guides the lowest level of reflection might use all the following except
a) **What instructional strategies were used?**
- 10: Which of the following about teacher's professional knowledge and understanding is true?
+ **Teachers need to develop reflection and evaluation of their practice**
- 11: According to Stephen Brook, reflective practice is?
+ **None of the above**
- 12: Which of the following is NOT a 'best' practice?
a) **Follows the text closely to ensure coverage of the curriculum**
- 13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
+ **Guidance and structure are key factors for Reflective Practitioners**
- 14: Which of the following is considered the least effective form of teacher development?
+ **Certificated Courses**
- 15: Knowing-in-action is described by Schon as
+ **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- 16: What are the major mechanisms involved in critical thinking for the reflective practitioner?
+ **both 'a' and 'b'**
- 17: Creative Thinking is not critical thinking because
It is emotive
- 18: in a school, a critical friend can be all of the following except
a) **A friend from another school**
- 20: Personal attributes of critical thinkers include
a) **All of the above**
22. DATA refers to

- ✦ **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

- ✦ **Process of action to improve the professional role**

24: What is the impact of reflective practices on the teacher

- ✦ **It leads higher quality practice**

25: Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

Teachers need to develop reflection and evaluation of their practice teachers need

What does 'a lack of conceptual clarity' mean?

- ✦ **It includes too many viewpoints and so becomes confusing for the individual**

27 According to Brookfield, which is the most powerful lens for teachers?

- ✦ **The Self Lens**

28 Which of the following is an example of 'warm' feedback?

- ✦ **Warm feedback consists of supportive, appreciative statements**

29 Within a critical thinking framework, 'reasoning' is conducted from

- a) **Both 'a' and 'b'**

30: Which of the following not a component of the process involved in reflective practice

Subject knowledge

31 Which of the following is not reflection in a professional setting?

- ✦ **Object-led**

32 The 'critical lenses' refer to

- ✦ **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**

34: Reflection-on-action can be described as _____ Thinking about

A reconstructive mental review

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

- ✦ **It is data-driven**

37: Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

- ✦ **Critically examine practice and theories in the light of theories**

38: Critical thinking is _____. **All of the above**

39: What are three levels of reflection? **Technical, practical and critical**

40 What is question/ analysis in the reflective cycle? **Asking many questions**

41: Interpretation is the skills of _____. **Cognition and communication**

4 Critical Reflection involves which of the following? **Analysing and evaluating**

4 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to..... **Both 'a' and 'b'**

45: What is part of the analytical process for the practitioner? **Both 'a' and 'b'**

46: Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**

47: The most significant part of the model is _____. **Learning from experience**

48: What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**

49: When we think habitually, we _____. **Ignore data**

50: Double loop learning involves _____. **Both 'a' and 'b'**

51: What factor makes reflection seem time-consuming? **Staff is too busy**

52: Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge**

53: What does the idea of reflective practice dismiss? **Fixed perception of the nature of the learning**

54: To operationalize a best practice approach teachers must **Be committed to professional dialogue with other teachers**

55. Looking in is the part of the reflective process which **Occurs as a precondition for reflection**

56: Which of the following Best describes a 'regular learning network'? **A placed for teachers to come together and discuss matters of concern**

- 57: According to Moon. What are the key aspects of reflective practice? **All of the above**
- 58: The Reflective Practitioner must _____. **Both 'a' and 'b'**
- 59: Reflection is NOT _____. **A simple 'tick box' activity**
- 60 :Deductive learning is _____. **From general to specific**
- 61: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 62: Reflective writing focuses _____. **Specific details within an experience**
- 63:The Reflective Practitioner is concerned with _____. **Both 'a' and 'b'**
- 64:Working inductively means to _____. **Identify a goal and explore strategies to achieve it**
- 65: By having an open-minded attitude, the Reflective Practitioner is _____. **Adaptable to changing conditions**
- 66: Reflection can be negatively influenced by _____. **Both 'a' and 'b'**
- 67: The Professional Development Journal is _____. **A subjective dialogue**
- 68: We understand frames through the use of _____. **Metaphors to communicate logic**
- 69: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 70: The study of parts of the community fall in _____. **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner _____. **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means _____. **Being responsible for continuing professional development**
- 73: Concepts determine _____. **The frames for perception**
- 74: A Reflective Practitioner is able to _____. **Question assumptions and values**
- 76:We develop theories-in-use as Reflective Practitioners to _____. **Understand theories as we apply them**
- 77: Effective writing in a Professional Development Journal _____. **Both 'a' and 'b'**
- 78: Exploring practice using inductive action planning requires _____. **Both 'a' and 'b'**
- 79: An effective action plan is _____. **All of the above**
- 80: Professional knowledge relates to _____. **All of the above**
- 81: A reflective action plan provides the Reflective Practitioner with _____. **Targets, planning, evaluation**
- 82: Reflective writing _____. **Links theory to practice**
- 83: Benjamin Bloom major work in is.... **Cognitive**
- 84: We can make theory-in-use visible by.... **Construction someone's theory-in-use from observations of behavior**
- 85: A 'problem statement' **Is not too specific**
- 86: Professional knowledge relates to **All of the above**
- 88: The reflective practitioner uses 3-dimensional instruction to **all of the above**
- 89: critically reflective teaching is **all of the above**

FINAL TERM

1. A Mnemonic is a _____ learning technique
2. The most important feature of becoming a reflective practitioner is the focus on _____ why to learn
3. An objective is a clearly defined target that has the following characteristics
_____ **SMART specific, measurable, achievable, realistic, timed**

4. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
5. SMARTER stands for _____ **specific, measurable, realistic, timed, energizing and relevant**
6. The pastoral role of teacher is intended to provide students _____ **care and attention**
7. The most significant factors that affect work based learning are _____ **accreditation and assessment**
8. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
9. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
10. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**
11. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
12. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
13. Knowing-in-action is described by Schon as **When we cannot say what we know**
14. What are the major mechanisms involved in critical thinking for the reflective practitioner? **both 'a' and 'b'**
15. Creative Thinking is not critical thinking because **It is emotive**
16. 'Looking out' **is a combination of A range of viewpoints about experiences**
17. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
18. DATA refers to **the four steps analytical process necessary for guiding reflection**
19. What is reflective practice? **Process of action to improve the professional role**
20. What is the impact of reflective practices on the teacher **It leads higher quality practice**
21. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
22. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
23. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
24. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
25. Which of the following is not reflection in a professional setting? **Object-led**
26. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
27. Reflection-on-action can **be described as Thinking about what to do**
28. Which of the following is NOT a principle of Reflective Practice? **None**
29. Which of the following is NOT one of the four steps in action research? **Developing a professional measurement instrument**
30. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
31. Critical thinking is _____. **All of the above**

32. What are three levels of reflection? **Technical, practical and critical**
33. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**
34. Interpretation is the skills of **Understanding and transmitting**
35. Critical Reflection involves which of the following? **Analyzing and evaluating**
36. Action Research is...**Process, Collaboration, Improvement, Practice, Communication**
37. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
38. The most significant part of the model is **Learning from reflecting**
39. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**
40. When we think habitually, **we ignore data**
41. Double loop learning involves **Changing personal approaches**
42. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**
43. Is not reflection in a professional setting? **Object-led**
44. Best practice approach teachers must. **Be committed to professional dialogue with other teachers**
45. Critical reflection facilitates_____ learning. Fosters **transformational** learning
46. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
47. What is reflection practice? **Process of action to improve the professional role**
48. Best describes a regular learning network. **A learning “hub” which challenge practice and policy**
49. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**
50. The Reflective Practitioner must _____. **None of the above**
51. Reflection is NOT _____. **A simple ‘tick box’ activity**
52. The Reflective Practitioner has adapted _____. **Both ‘a’ and ‘b’**
53. Reflective writing focuses _____. **On all aspects of an experience**
54. The most important feature of becoming a reflective practitioner is the focus on _____ **how to learn.**
55. An objective is a clearly defined target that has the following characteristics **specific and measureable.**
56. Socratic Method is about _____ **questioning.**
57. The most significant are that affect work based learning _____ **accreditation and assessment.**
58. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**
59. Working inductively means to _____ **identify a goal and explore strategies to achieve it**
60. By having an open-minded attitude, the Reflective _____ **Practitioner is more reflective**
61. Reflection can be _____ **negatively influenced by A lack of objectivity**
62. The Professional _____ **Development Journal is A subjective dialogue**
63. We understand _____ **frames through the use of Metaphors to communicate logic**
64. The Reflective _____ **Practitioner has adapted Ways of knowing**
65. The study of parts of the _____ **community fall in Knowledge**

66. Concept-based learning means _____
_____ **the Reflective Practitioner Works with deeper levels of conceptual understanding**
67. Being committed _____
_____ **to the profession means being responsible for continuing professional development**
68. Concepts determine _____ **the frames for perception**
69. A Reflective Practitioner is able to _____ **Think 'outside the box'**
70. We develop theories-in-use as Reflective Practitioners _____ **to Explain situations**
71. Effective writing in a Professional Development Journal _____ **May include diagrams and drawings**
72. Exploring practice using inductive action planning requires _____ **Clearly identified evidence sources**
73. An effective action plan is _____ **Precise**
74. Professional knowledge relates to _____ **Communication skills**
75. A reflective action plan provides the Reflective Practitioner with _____ **Targets, planning, evaluation**
76. Reflective writing _____ **Links theory to practice**
77. Our assumption can _____ **be Perceptual.**
78. A product for a teacher might include. _____ **All of above**
79. A paradigm shift is. _____ **Brings a new set of concepts**
80. Reframing for new learning is. _____ **Focused on inventing new strategies**
81. Concept formation involves. _____ **Perception, abstraction, generalization**
82. The highest level of Bloom taxonomy is. _____ **Evaluation**
83. Using a reflective action plan is valuable. _____ **To set targeted action points**
84. The Professional development Journal supports the RP to. _____ **Reflect on experiences**
85. Inductive learning is. _____ **None of the above**
86. SOAR stands for _____ **strengths, opportunities, aspirations and results**
87. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
88. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
89. How many principles of AI _____ **5**
90. Social skill in Gibb's model include **Accepting responsibility**
91. AI cycle consists of **4** elements
92. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
93. Which of the following is not the component of Dewey's inquiry cycle _____ **implement**
94. How many stages of Boud's triangular representation of reflective learning _____ **three**
95. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased classroom**
96. Within the domain there areproficiencies that the reflective practitioner can focus on _____ **3**
97. Teacher competence framework has **4** components
98. **Interpersonal** learning through feeling, values and attitudes
99. The teacher competency model enables teachers to develop their _____ **identity**
100. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
101. The teacher also must possess interpersonal skill that foster _____ **peer collaboration**
102. There are **9** characteristics of high performing schools.

103. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**
104. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
105. The benefits of utilizing (MI) theory are _____ **it generates a broad survey of experiences across levels and disciplines**
106. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
107. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
108. SMARTER stands for _____ **specific, measurable, restrict, timed, energizing and relevant**
109. Which of the following is not the component of Dewey's inquiry cycle _____ **implement.**
110. Boud's formulated the model in _____ **1985.**
111. How many stages of Boud's Triangular Representation of Reflective Learning _____ **three.**
112. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.
113. How many phases of reflection are? _____ **Six**
114. Gibbs reflective cycle has **six** stages.
115. How many Principles of AI? _____ **Five**
116. The Objects of Action Research Enquiry Are _____ **All of these**
117. Action research engages teachers in a cycle of _____ **experience, critical reflection and action.**
118. **The Reflective Practitioner is concerned with** _____. _____ **Both 'a' and 'b'**

Quiz 2 January 25, 2021

1. 'Fairness' in terms of professionalism mean _____ **supporting all students regardless of their problems**
2. How many levels does Bloom's taxonomy has _____ **three**
3. A Mnemonic is _____ **a learning technique**
4. The pastoral role of teacher is intended to provide students _____ **care and attention**
5. Socratic Method is about _____ **questioning**
6. Teacher competence framework has components _____ **4**
7. Group thinking act as a barrier to reflective practice because it _____ **creates stereotyped views**
8. The biggest challenge of work-based learning are _____ **communication gap**
9. The teacher competency model enables teachers to develop _____ **their identity**
10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example _____ **All of the above**
11. Self-regulation is a process. _____ **linear one-way**
12. SMARTER goals are _____ specific, measurable, realistic, timed, energizing and relevant
13. The term team means _____ **a group of people working together**
14. Questions of Assumption- force the reflective practitioner to _____ **understand and reflect on information.**
15. Heterogeneous teams are more creative in nature because team member _____ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
17. The teacher also must possess interpersonal skill that foster _____ **peer collaboration**
18. The Norming stage in the team development is where _____ **People take on their roles efficiently**
19. How many domains of teacher identity _____.
20. How many continuums of work based learning are _____ **2**
21. The most significant factors that affect work based learning are _____ **accreditation and assessment**
22. Which one of the following is not related to work based learning _____ **Professional Failure**

23. The four steps in Socratic Method are _____
24. Effective team members are good at five C's in team composition. One of them is _____ **Communicating**
25. Within the domain there are _____ proficiencies that the reflective practitioner can focus on. _____ **3**
26. Learning from day to day chaos means _____ **learning from day to day experience**

QUIZ NO 3

1. The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are _____ **Uncertainty, enthusiasm, lack of enthusiasm and habit**
2. Lesson study focuses more on _____ **Student learning**
3. Change can also be _____ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective _____ **Evaluative**
4. A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. _____ **Teacher**
5. The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. _____ **Eliciting**
6. The reflective practitioner needs to engage with one key understanding that is _____ **professionalism.**
7. Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
8. Can you form a new proposition given what you have just learned? This question is related to the stage _____ **Decide**
9. How many steps in Socratic questioning are _____ **6**
10. Peer monitoring is a _____ **Professional relationship between reflective practitioner and colleague**
11. Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
12. Situated learning focuses on teacher learning to make them to _____ **Think critically and originally**
13. Reflecting with colleagues is very important because _____ **only helps us integrate in school and feel valued with other professionals**
14. Questions of Assumption is _____ **force us to define our task**
15. Which one of the following is the higher level of blooms taxonomy _____ **Knowledge**
16. _____ types of questions are often used to develop thinking from lower to higher order _____ **3**
17. What type of skill reflective practitioner needs to develop _____ **flexible**
18. Asynchronous discussion allows: _____ **dialogue occurs sometimes after experience**
14. A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. _____ **Mentor**
15. The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. _____ **Eliciting**
16. Supervision in education is made up of: _____ **Collaborative Observation and Feedback**
17. _____ types of questions are often used to develop thinking from lower to higher order. _____ **Three**
18. Dialogue can be a self-assessment tool for reflective practitioner in: _____ **Assessing knowledge and Practice**
19. Which of the following are the primary processes of Socratic Method _____? **The constructive process**
20. Lesson study focuses more on: _____ **student learning**
21. Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
22. Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
23. The role of reflecting team in collaborating observation is to: _____ **Listens to the dialogue without interrupting**

24. Which one of the following is the lower level of blooms taxonomy _____ **Evaluation**
25. Mentor can take on different roles for reflective practitioner like a: _____ **All of these**
26. The conversation in the 7 C's model for supervision can create understanding for: **Students**
27. The reflective practitioner needs to engage with one key understanding that is _____ **professionalism**
28. In asynchronous discussion teacher: _____ **Reflect on theories learnt about teaching**
29. The reflective practitioner ensure that inter-professional learning is effective at many levels like: _____ **all of the above**
30. Reflecting with colleagues is very important because: _____ **helps us integrate in school and feel valued with other professionals**
31. There are _____ characteristics of high performing schools: _____ **9**
32. There are some particular drivers of inter-professional learning for reflective Practitioner like: _____ **all of these**
33. There are some principles involved in inter-professional learning which: _____ **Increase professional satisfaction**
34. Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.**
35. What type of skill reflective practitioner needs to develop _____? _____ **flexible**
36. How many levels of bloom taxonomy are: _____ **6**
37. An academic portfolio is an evolving collection of: **Experience and experiments over time**
38. Peer observation helps you to: _____ **Provide evidence**
39. Changes can also be _____ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. _____ **Evaluative**
40. The goal of lesson study is to improve the: _____ **experience provided to the students**
41. As an observer you need to: _____ **do all the above**
42. Which one of the following is the higher level of blooms taxonomy _____? **Knowledge**
43. A community of practice can be described as a group of _____ working together to achieve a common goal. _____ **People**
44. Teacher collaborating is a means for reflective practitioner to get feedback which should be
45. Peer coaching in differentiated supervision is where: _____ **Two teachers work as a team**
46. Situated learning focuses on teacher learning to make them to: _____ **Think critically and originally**
47. Peer observation focuses on four key areas which are: _____ **Planning, teaching strategies, management, assessment**
48. Force the reflective practitioner to consider data and information over time to see that information is consistent , relates to _____ **questions of consistency**
- 49.



29th of December 2020 (MCQs-134

MID TERM GRAND QUIZ

1. The cognitive process is characterized as essential to _____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____ **Questioning**
3. The most basic level of reflection is called as _____ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
5. The name of the Schon (1983) book is ----- _____ **The reflective practitioner**
6. In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to _____ **understand the information**
8. Reflective teachers are more likely to develop ____ learners. _____ **Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as tools for coping with the world and for solving problems ____ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from ____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions ____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as ____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**

22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a ____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**
32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and ____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ____ part of the event only. ____ **Significant**
36. Double loop learning involves _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different _____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires _____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: _____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? _____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? ____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**
52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**

54. The major concern for a reflective practitioner is to be aware with their _____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner _____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages _____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold _____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**
66. making sound judgments in work related situation is an attribute of..... competence _____ **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are _____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions __to improve practice._ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that _____. _____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**

82. Professional competencies may be developed by: _____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are:
_____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from
_____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____
_____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening" but on: _____ **what has happened?**
88. _____ What is reflective practice ____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____
_____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____
_____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. _____ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of
_____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield?
_____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish an action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**
99. According to Schon reflection in action and reflection on action all the mechanisms reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice?
_____ **Reflective practitioner models reflective learning**
104. The competence model is about _____
_____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**

107. Reflective writing does all of the following expect: _____ **create ideas**
108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class
_____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to
: _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is _____. _____
128. Critical analysis for a reflective practitioner is a process to _____
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for _____.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to _____.
133. Being open-minded means the Reflective Practitioner is _____.
134. One of the Principles of reflective practice is based on _____ research.
- 135.

Lecture No. 1 to 6 (Topic 01 to 36).

QUIZ NO 1

30-12, 2020 to 01-12, 2020

1. A benefit of the green away model of reflection is _____ **It is cyclical**
2. Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge.**
3. Teachers should value their reflection and their practice _____
4. In professional setting what is not considered as a characteristic of reflection _____

5. According to sandwell's view giving emphasis on only individual reflection lead to_____
6. Q47: Rapid reflection is all but_____
7. Q5: A common strand of reflecting-in-action and reflecting-on- practice is **Connecting with feelings in relation to applications of theory**
8. Which reflection requires models or framework which provide a specific and structured approach?_____
9. Which one statement is the example of core best practice?**Teachers provides an enriched environment**
10. What is reflective practice? **Process of action to improve the professional role**
11. What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
12. All are the ways for a teacher to develop reflective practice strategies except_____
13. Dialogic reflection has less intense approach and involve individuals _____
14. Reflection on action deals with the happened **Outside the classroom**
15. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
16. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
17. Reflective practice helps teachers to generate new knowledge and ideas by _____
18. A critical friend can be defined as**A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
19. What leads to the lacks in conceptual clarity of teachers is reflective practice precess_____
20. Q13. What does the idea of reflective practice dismiss? Select the corect option**Teachers view**
21. What is the main characteristics of informal reflection _____
22. Q31.Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**

Which of the following about teacher's teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation to support their own and others practice**

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. a Limitations of self-reflection are..... **the difference between perception and reality**
4. Frames are influenced by**Metaphors**
5. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
6. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
7. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
8. Personal attributes of critical thinkers includes : **all of above**
9. Interpretation is the skills of **Understanding and transmitting**
10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to ----- concerns. **Professional**
11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall-----
----- **Competencies**
12. Epistemic stances **Change with the experiences**
13. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
14. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
15. The 4Ps reframing matrix are productive, planning potential and-----

People perspective

16. One of the pedagogic concern raised by reflective teaching is called

Development readiness

- Conceptual understanding
- Instructional planning
- None of the above

17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

- Observation
- Experience

Evidences

- Experiments

18. Critical Reflection involves which of the following?

- Analysing and conceptualising

Analysing and evaluating

- Reasoning and evaluating
- Conceptualizing and describing

19. Single loop learning has ----- strategies.

- Automatic
- Explanatory

Rigid

20. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

- Open area
- Blind area
- Hidden area
- Unknown area**

21. Concept is looked or understood differently by reframing core belief based on

- Core belief
- New supporting beliefs**
- Opposite supporting beliefs
- Intuitions

22. A reflective practitioner is able to

Question assumptions and values

- Think outside the box
- Question other people's assumptions
- All of the above

23. What is the evidence of reflecting thinking?

Reflective writing

- Making judgments
- Analyzing questions
- Linking theory to practice

24. In 5-step model of critical thinking, the first step is:

- Practice before your assess
- Gather and review feedback
- Learn through seeking answer
- Determining goals/objectives**

25. Theory that commands the thinking the action is known as
Theory in action

Theory in reaction

Critical theory

Theory in use

26. Micro- Outcomes involves:

The broad overall results of professional activity

The outcomes of very specific activities

The result of a partially completed activity

All of these

27. Reflective practice is important because it is used to:

Improve teacher's practice

Enhance the quality of learners

Promote school culture

Motivate teachers and students

28. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Maintain discipline

Promote rote learning

Encourage different ways of thinking

Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

a)improvement

b)change

c)theories

d)intrepretation

2. Looking is the part of the reflective process which.....

a) occurs before teaching

b) occurs after teaching

c) occurs as a precondition for reflection

d) occurs as a response to experiences

3. Frames are influenced by.....

a)Metaphors

b) Individual interests

c) Perceptions

d)Experiences

4. which of the following do not transfer but are locked in time, place or a situation.....

a) concepts

b)ideas

c)facts

d)beliefs

6. Reflective action plan involves being helped to.....

a) select a specific target

b)Planned a programe of discussion and observation over a fixed period

c)Evaluate your effectiveness

d)All of the above

7. core critical thinking skills are

a) Analysis

b) Inference

c)self regulation

d)All of these

8. Epistemic stances

a) Are the ways to orgainze knowledge

b)Never changes with the experiences

c) changes with the experiences

d) Are used to describe facts

9. what is the trickiest padagogic task according to stefhan brookfield?

- a) Being fair with students task
 - b) Getting inside students heads**
 - c) Maintaining professional relation with colleagues
 - d) Participating in promoting school culture
10. A reframing matrix is a tool used because different people have different.....
- a) Experiences to approach the problems**
 - b)pace to cope up with the issue
 - c)protocols in the institution
 - d)Limitations to think
11. Reflective practice have been embraced by teachers researchers, teacher and educators since last
- a) two decades**
 - b)three decades
 - c)four decades
 - d)five decades
12. When a professionao practitioner is aware of the relevance of the skill it is called.....
- a)concious incompetence**
 - b)concious competence
 - c)in concious competence
 - d)inconcious incompetence
13. A product for a teacher might include.....
- a) Relationship with students
 - b) Approches to assessment
 - c)strategies for behaviour management
 - d)All of these**
14. Learning to learn is
- a) An ability to pursue in leaning
 - b) Identifying available opportunities
 - c) Building on prior learning and experience
 - d)All of the above**
15. what are the indicators of a reflective practionar?
- a) Intellectual quality
 - b)Higher order thinking
 - c)Meta language
 - d) All of the above**
16. Reframing helps to reflective practionar.....
- a) see alternative solutions and actions
 - b)see things from other perspective
 - c)both a and b**
 - d)None of the above
17. Which of the following helps to reduceblind area and expand open area of a person in team context.....
- a) feedback**
 - b)support
 - c) Information
 - d)reflection
18. Personal attributes of critical thinkers include:
- a) Honesty about emotions
 - b) Evaluation disposition brone from open- mindness
 - c) Personal awareness specially relating to personal bias
 - d) All of the above**
19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall
- a) Personality
 - b) Competencies
 - c) Practices
 - d) Performance**
- 1) which of the following is an example of warm feedback.**Warm feedback consists of supportive, appreciative statements**
- 2)The critical lenses refer to**None of above**

3) The practitioner accounts are considered none-problematic for all reasons expect **No effort is made to footer reflection on language**

5) The cognitive processes is characterized as essential to **Higher order thinking**

7) which of the following best describe a 'regular learning network': **A place for a teacher to come together and discuss matter and concern**

8) Technical rationally in reflection deal with the **Behavior and skills**

9) critical reflection involves which of the following **Analysing and evaluating**

11) reflective practitioner does not believe in **One single truth/one right way**

12) learning+ reflection= Experience Is know as **Boud's triangular representation**

The first step in the reflective practice process is: **Examine teaching occasion particular that went bad**
allows teachers to analyze what they have been learned and how they learned to take control of their development. **Critical reflection**

In reflective practice, practitioner engage in a continuous cycle of self-observation and **Self evaluation**

A 'product' for a teacher might include **All of the above**

Absolute knowing is a process of **Learning from other**

The stage-6 of critical thinking development is called as the thinker. **Accomplished**

Which of the following is NOT a 'best' practice? **Follow the next closely to ensure coverage of the curriculum**

Core Critical Thinking Skills are: **All of the these**

Reframing helps the Reflective Practitioner **Both 'a' and 'b'**

In reflective writing the two source of evidence are: **your and academic reflection**

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachrs

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theory Lens

Q9: Double loop leanng involves

Changing personal assumptions

Changing personal approaches

Both a and 'b'

None of the above

Q10. The Reflective Practitioner must _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above corrct

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12. Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective practitioner? Select the correct option

Self-regulation

interpretation

both a and b

None of the above

Q15. What is question/ analysis in the reflective cycle? Select the correct option. Taking on the role of researcher

Q16. one of the four steps in action research.

Identifying the research problem

Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option

Suppositions, theories, beliefs and assumptions

Q18. Which of the following is not a component of the process involved in reflective practice? Select the correct option Subject Knowledge

Q19. Which of the following is NOT a best practice? Select the correct option

Educates the whole child

Follows the text closely to ensure coverage of the curriculum

Students' active participation in learning

Challenging environments

Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option

Accepting consequences of their decisions

Viewing situations from multiple perspectives

Searching for alternative explanations for classroom events

Using evidence to support or evaluate a decision or position

Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

Guidance and structure are key factors for Reflective Practitioners

When the Reflective Practitioner knows what is best for children

Q23. What does „a lack of conceptual clarity“ mean?

The educational community has different interpretations of reflection

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

It does not account for students' perspectives

Q24. Creative Thinking is not critical thinking because

It is not logical

It is not problem-centred

It is emotive

It is not based on „black-and-white“ thinking

Q25. Reflection-on-action can be described as _____

Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

Q26.

Critical thinking is _____.

Select correct option:

A biological process

A psychological and cognitive process

A communication process

All of the above

Q29. Critical Reflection involves which of the following?

Select correct option:

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?

Select correct option:

Regular learning networks are very time-consuming

Lack of leadership for Reflective Practice

Regular learning networks are very time-consuming

Staff is too busy

Q32. Self-regulation is Select the correct option

A metacognitive process correct

A creative process

A psychological process

A communication process

Q34. To increase our 'understanding' we need to Select the correct option

Dismiss reasoning

Respect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'
- None of the above

2. Reflection is NOT _____.

- A simple 'tick box' activity
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is _____.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

5. Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching

- Both 'a' and 'b'
- None of the above

7. : Working inductively means to _____ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10. : The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

11. : We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

12. : The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- Knowledge

13. : Concept-based learning means the Reflective Practitioner _____.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

14. : Being committed to the profession means _____.

- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15. : Concepts determine _____.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained

- The frames for perception
- The ways a Reflective Practitioner explains experience

16. : A Reflective Practitioner is able to _____.

- Question assumptions and values
- Think 'outside the box'
- Question other people's assumptions
- All of the above

17. : We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

18. : Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

19. : An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

20. : Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

21. : A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22. : Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

23. Our assumptions can be revealed and explored through four lenses.

24. A product for a teacher might include. All of above

25. A paradigm shift is. Brings a new set of concepts

26. Reframing for new learning is. Focused on inventing new strategies

27. The highest level of Bloom taxonomy is. Evaluation

28. Using a reflective action plan is valuable. To set targeted action points

29. The Professional development Journal supports the RP to. Reflect on experiences

30. Inductive learning is. Specific to general

84: We can make theory-in-use visible by..

a) Construction someone's theory-in-use from observations of behavior

- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement'

- a) Is not too specific
- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

88: The reflective practitioner uses 3-dimensional instruction to

- .. b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) all of the above

89: critically reflective teaching is .

- . a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) all of the above

According to moon what are the key aspects of reflective practice.

- A). reflective practice is a form of mental processing
- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. All of the above.

10. Which of the following is not the best practice?

ANS. Follows the text closely to ensure coverage of the curriculum

11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?

Ans. Using evidence to support or evaluate a decision or position.

12. What is hyper reflexivity?

Ans. Deconstructing applications of knowledge in the classroom.

13. The most significant part of the model is...? Ans learning from experience

14.DATA refers to...?The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

- Honesty about emotions
- Evaluation disposition borne from open-mindedness
- Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

- Reflective practice helps students learn
- It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical

Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description
Thoughtful listening
Extending thinking
None of the above

knowing in action is described by Schon as:
Our knowing is ordinarily implicit in our patterns of action
When we cannot say what we know
When we go about spontaneous, intuitive performance of the actions of every day life
All of the above

Interpretation is the skill of
Understanding and transmitting
Cognition and communication
Thinking and talking
Receiving and sending information

When we think habitually, we _____
Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which _____
Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?
Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____
Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____
Ans: It uses 'what', 'why' and 'how' questions

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**
- None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- **Follows the text closely to ensure coverage of the curriculum**
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- **When we cannot say what we know**
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

4:

What is the impact of reflective practices on the teacher

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- **The educational community has different interpretations of reflection**
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- **The Student Lens**
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

6:

Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of _____.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is _____.

Select correct option:

- Learning from experience
- **Learning from reflecting**
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- **Beliefs, values and assumptions**
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we _____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

8

Double loop learning involves _____.

Select correct option:

- Changing personal assumptions
- **Changing personal approaches** pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- **Regular learning networks are very time-consuming**
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? **Object-led**
2. Best practice approach teachers must . **Be committed to professional dialogue with other teachers**

3. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
4. True about teacher's professional knowledge and understanding?
5. What is reflection practice? **Process of action to improve the professional role**
6. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**
7. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....

- a) Accepting consequences of their decisions
- b) Viewing situations from multiple perspectives
- c) Searching for alternatives explanations for classroom events
- d) **Using evidence to support or evaluate a decision or position**

2. What is hyper-reflexivity?

- a) Reflecting on the components parts of changing practice
- b) **Deconstructing applications of knowledge in the classroom**
- c) Deconstructing meaning acquired from experiences in the classroom
- d) Acquiring meaning from experiences in the classroom

3. Kolb's reflective cycl

- a) Emphasises the role experience plays in learning
- b) Illustrates the developmental nature of reflection
- c) **Both 'a' and 'b'**
- d) None of the above

4. Which of the following is not a reason for reflective practice?

- a) Reflective practice helps students learn
- b) It encourages us to understand our learners and their needs
- c) It is a professional requirement
- d) **Reflective practitioner models reflective learning**

5. To operationalize a best practice approach teachers must

- a) **Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

6. Rapid reflection is all but

- a) **Contemplative**
- b) Immediate
- c) On-going
- d) automatic

7. Processes in participatory reflection include all of the following except

- a) Careful description
- b) Thoughtful listening
- c) Extending thinking
- d) **None of the above**

8. A critical friend can be defined as

- a) Someone who assume a directive role
- b) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
- c) A colleague who provides solutions to problems
- d) Judges actions and behaviors as part of feedback

9. Bloom's model which guides the lowest level of reflection might use all the following except

- a) Was my explanation clear enough for the students?
- b) Was the lesson complete on time?
- c) Did I give enough time for individual activity?
- d) **What instructional strategies were used?**

10: Which of the following about teacher's professional knowledge and understanding is true?

- ✦ Once reflection becomes a habit you will not need to develop your reflective skills further
- ✦ Everyone always learns from experience
- ✦ **Teachers need to develop reflection and evaluation of their practice**
- ✦ Teachers need to develop reflection and evaluation to support them their own and other practice

11: According to Stephen Brook, reflective practice is?

- ✦ Locates teaching within the context of the school agenda
- ✦ Empowers the teacher to appreciate the bigger picture surrounding teaching
- ✦ Is a way for teachers to understand their problems
- ✦ **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- ✦ Reflection is more effective when conducted collaboratively
- ✦ Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- ✦ **Guidance and structure are key factors for Reflective Practitioners**
- ✦ When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- ✦ **Certificated Courses**
- ✦ Workshops
- ✦ in-school mentoring
- ✦ Communities of Practice

15: Knowing-in-action is described by Schon as _____.

- ✦ Our knowing is ordinarily implicit in our patterns of action
- ✦ When we cannot say what we know
- ✦ **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- ✦ All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- ✦ Self-regulation • interpretation
- ✦ **both 'a' and 'b'**
- ✦ None of the above

17: Creative Thinking is not critical thinking because

It is not logical
It is not problem-centred

- ✦ **It is emotive**
- ✦ it is not based on 'black-and-white' thinking

18: in a school, a critical friend can be all of the following except

- a) A teacher
- b) A retired principal
- c) A new teacher who started working in the school shortly after you
- d) **A friend from another school**

20: Personal attributes of critical thinkers include

- a) Honesty about emotions
- b) Evaluative disposition borne from open-mindedness
- c) Personal awareness especially relating to personal bias
- d) **All of the above**

22: DATA refers to

- ✦ The analysis of an event
- ✦ A cycle of learning
- ✦ The teacher describing, analysing, thinking and acting
- ✦ **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

- ✦ A process to evaluate teaching
- ✦ Process leading to activity in response to any aspects of the professional role
- ✦ **Process of action to improve the professional role**
- ✦ none of these

24: What is the impact of reflective practices on the teacher

- ✦ **It leads higher quality practice**
- ✦ It changes teacher's values and beliefs

- ✦ It leads to greater independence for the teacher
- ✦ It sustains inclusive environments

25: Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

Once reflection becomes a habit you will not need to develop your reflective skills further

Everyone always learns from experience

Teachers need to develop reflection and evaluation of their practice teachers need to develop reflection and evaluation to support their own and others practice

26 What does 'a lack of conceptual clarity' mean?

- ✦ The educational community has different interpretations of reflection
- ✦ It confuses perceptions about what happens in the classroom
- ✦ **It includes too many viewpoints and so becomes confusing for the individual**
- ✦ does not account for students' perspectives

27 According to Brookfield, which is the most powerful lens for teachers?

- ✦ **The Self Lens**
- ✦ The Student Lens
- ✦ the peers lens, the theory lens

28 Which of the following is an example of 'warm' feedback?

- ✦ Warm feedback extends thinking and raises concerns about teaching
- ✦ **Warm feedback consists of supportive, appreciative statements**
- ✦ Warm feedback raises questions
- ✦ None of the above

29 Within a critical thinking framework, 'reasoning' is conducted from

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

30: Which of the following not a component of the process involved in reflective practice a) E dism

- b) Subject knowledge**
- c) Interpersonal relationship
- d) Personality values

31 Which of the following is not reflection in a professional setting?

- ✦ Deliberate
- ✦ Theory-focused
- ✦ **Object-led**
- ✦ Purposeful

32 The 'critical lenses' refer to

- ✦ The perspectives that a teacher uses to generate different viewpoints
- ✦ **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
- ✦ A set of different viewpoints
- ✦ None

34: Reflection-on-action can be described as _____ Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

- ✦ It is problem-oriented
- ✦ It is based on action research
- ✦ **It is data-driven**
- ✦ It is research-led

37: Re-theorising is the means by which Reflective Practitioners ____.

Select correct option:

- ✦ Critically examine practice
- ✦ Critically examine theories
- ✦ **Critically examine practice and theories in the light of theories**
- ✦ Critically examine data and research in the light of theories

38: Critical thinking is ____. **All of the above**

39: What are three levels of reflection? **Technical, practical and critical**

40 What is question/ analysis in the reflective cycle? **Asking many questions**

41: Interpretation is the skills of ____. **Cognition and communication**

4 Critical Reflection involves which of the following? **Analysing and evaluating**

- 4 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to..... **Both 'a' and 'b'**
- 45: What is part of the analytical process for the practitioner? **Both 'a' and 'b'**
- 46: Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- 47: The most significant part of the model is _____. **Learning from experience**
- 48: What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**
- 49: When we think habitually, we _____. **Ignore data**
- 50: Double loop learning involves _____. **Both 'a' and 'b'**
- 51: What factor makes reflection seem time-consuming? **Staff is too busy**
- 52: Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge**
- 53: What does the idea of reflective practice dismiss? **Fixed perception of the nature of the learning**
- 54: To operationalize a best practice approach teachers must **Be committed to professional dialogue with other teachers**
55. Looking in is the part of the reflective process which **Occurs as a precondition for reflection**
- 56: Which of the following Best describes a 'regular learning network'? **A place for teachers to come together and discuss matters of concern**
- 57: According to Moon. What are the key aspects of reflective practice? **All of the above**
- 58: The Reflective Practitioner must _____. **Both 'a' and 'b'**
- 59: Reflection is NOT _____. **A simple 'tick box' activity**
- 60 :Deductive learning is _____. **From general to specific**
- 61: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 62: Reflective writing focuses _____. **Specific details within an experience**
- 63:The Reflective Practitioner is concerned with _____. **Both 'a' and 'b'**
- 64:Working inductively means to _____. **Identify a goal and explore strategies to achieve it**
- 65: By having an open-minded attitude, the Reflective Practitioner is _____. **Adaptable to changing conditions**
- 66: Reflection can be negatively influenced by _____. **Both 'a' and 'b'**
- 67: The Professional Development Journal is _____. **A subjective dialogue**
- 68: We understand frames through the use of _____. **Metaphors to communicate logic**
- 69: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 70: The study of parts of the community fall in _____. **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner _____. **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means _____. **Being responsible for continuing professional development**
- 73: Concepts determine _____. **The frames for perception**
- 74: A Reflective Practitioner is able to _____. **Question assumptions and values**
- 76:We develop theories-in-use as Reflective Practitioners to _____. **Understand theories as we apply them**
- 77: Effective writing in a Professional Development Journal _____. **Both 'a' and 'b'**
- 78: Exploring practice using inductive action planning requires _____. **Both 'a' and 'b'**
- 79: An effective action plan is _____. **All of the above**
- 80: Professional knowledge relates to _____. **All of the above**
- 81: A reflective action plan provides the Reflective Practitioner with _____. **Targets, planning, evaluation**
- 82: Reflective writing _____. **Links theory to practice**
- 83: Benjamin Bloom major work in is.... **Cognitive**
- 84: We can make theory-in-use visible by.... **Construction someone's theory-in-use from observations of behavior**
- 85: A 'problem statement' **Is not too specific**
- 86: Professional knowledge relates to **All of the above**
- 88: The reflective practitioner uses 3-dimensional instruction to **all of the above**
- 89: critically reflective teaching is **all of the above**

FINAL TERM

1. A Mnemonic is a _____ **learning technique**
 2. The most important feature of becoming a reflective practitioner is the focus on **why to learn**
 3. Force the reflective practitioner to consider data and information over time to see that information is consistent , relates to _____ **questions of consistency**
 4. An objective is a clearly defined target that has the following characteristics **SMART specific, measurable, achievable, realistic, timed**
 5. The reflective practitioner needs to engage with one key understanding that is **professionalism.**
 6. The lowest level of cognitive domain in Bloom's Taxonomy is **knowledge**
 7. The question that reflective practitioner can ask at this _____ **Eliciting** _____ of Socratic method is What do you already think at this point.
 8. SMARTER stands for _____ **specific, measurable, realistic, timed, energizing and relevant** _____
 9. The pastoral role of teacher is intended to provide students **care and attention**
 10. The most significant factors that affect work based learning are **accreditation and assessment**
-
1. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
 2. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
 3. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**
 4. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
 5. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
 6. Knowing-in-action is described by Schon as **When we cannot say what we know**
 7. What are the major mechanisms involved in critical thinking for the reflective practitioner?
 - a. Self-regulation
 - b. interpretation
 - c. **both 'a' and 'b'**
 8. Creative Thinking is not critical thinking because **It is emotive**

9. 'Looking out' **is a combination of A range of viewpoints about experiences**
10. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
11. DATA refers to **the four steps analytical process necessary for guiding reflection**
12. What is reflective practice? **Process of action to improve the professional role**
13. What is the impact of reflective practices on the teacher **It leads higher quality practice**
14. Which of the following about teacher's teacher's professional knowledge and understanding is true?
15. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
16. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
17. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
18. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
19. Which of the following is not reflection in a professional setting? **Object-led**
20. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
21. Reflection-on-action can **be described as Thinking about what to do**
22. Which of the following is NOT a principle of Reflective Practice?
 - i. It is problem-oriented
 - ii. It is based on action research
 - iii. It is data-driven
 - iv. It is research-led
 - v. **None**
23. Which of the following is NOT one of the four steps in action research?
 - i. Identifying the research problem
 - ii. **Developing a professional measurement instrument**
 - iii. Obtaining the necessary information to answer the question
 - iv. Developing a plan of action
24. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
25. Critical thinking is _____.
 - a. A biological process
 - b. A psychological and cognitive process

c. A communication process

d. **All of the above**

26. What are three levels of reflection? **Technical, practical and critical**

27. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**

28. Interpretation is the skills of **Understanding and transmitting**

29. Critical Reflection involves which of the following? **Analyzing and evaluating**

30. Action Research is...**Process, Collaboration, Improvement, Practice, Communication**

31. What is part of the analytical process for the practitioner?

a. The identification of own assumptions

b. The examination of the underlying values base

c. Both 'a' and 'b'

d. None of the above

32. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**

33. The most significant part of the model is **Learning from reflecting**

34. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**

35. When we think habitually, **we ignore data**

36. Double loop learning involves **Changing personal approaches**

37. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**

38. Is not reflection in a professional setting? **Object-led**

39. Best practice approach teachers must. **Be committed to professional dialogue with other teachers**

40. Critical reflection facilitates_____ learning. Fosters **transformational** learning

41. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**

42. True about teacher's professional knowledge and understanding?

43. What is reflection practice? **Process of action to improve the professional role**

44. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**

45. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

46. The Reflective Practitioner must _____.

- a. Manage workloads as part of their role in planning and leading the profession
- b. Ensure a suitable work-life balance
- c. Both 'a' and 'b'
- d. **None of the above**

47. Reflection is NOT _____.

- a. **A simple 'tick box' activity**
- b. A routine activity for a teacher

48. Deductive learning is From general to specific

49. The Reflective Practitioner has adapted _____.

- a. Ways of knowing
- b. Patterns of reasoning
- c. **Both 'a' and 'b'**

50. Reflective writing focuses **On all aspects of an experience**

51. The most important feature of becoming a reflective practitioner is the focus on **how to learn.**

52. A Mnemonic is **a learning technique.**

53. An objective is a clearly defined target that has the following characteristics **specific and measurable.**

54. Questions of Assumption- force the reflective practitioner **to understand and reflect on information.**

55. Socratic Method is about **questioning.**

56. The most significant are that affect work based learning **accreditation and assessment.**

57. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**

58. Working inductively means to **identify a goal and explore strategies to achieve it**

59. By having an open-minded attitude, the Reflective **Practitioner is more reflective**

60. Reflection can be **negatively influenced by A lack of objectivity**

61. The Professional **Development Journal is A subjective dialogue**

62. We understand **frames through the use of Metaphors to communicate logic**

63. The Reflective **Practitioner has adapted Ways of knowing**

64. The study of parts of the **community fall in Knowledge**

65. Concept-based learning means **the Reflective Practitioner Works with deeper levels of conceptual understanding**

66. Being committed **to the profession means being responsible for continuing professional development**

67. Concepts determine **the frames for perception**

68. A Reflective Practitioner is able to **Think 'outside the box'**
69. We develop theories-in-use as Reflective Practitioners **to Explain situations**
70. Effective writing in a Professional Development Journal **May include diagrams and drawings**
71. Exploring practice using inductive action planning requires **Clearly identified evidence sources**
72. An effective action plan is **Precise**
73. Professional knowledge relates to **Communication skills**
74. A reflective action plan provides the Reflective Practitioner with **Targets, planning, evaluation**
75. Reflective writing **Links theory to practice**
76. Our assumption can **be Perceptual.**
77. A product for a teacher might include. **All of above**
78. A paradigm shift is. **Brings a new set of concepts**
79. Reframing for new learning is. **Focused on inventing new strategies**
80. Concept formation involves. **Perception, abstraction, generalization**
81. The highest level of Bloom taxonomy is. **Evaluation**
82. Using a reflective action plan is valuable. **To set targeted action points**
83. The Professional development Journal supports the RP to. **Reflect on experiences**
84. Inductive learning is. **None of the above**
85. SOAR stands for **strengths, opportunities, aspirations and results**
86. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
87. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
88. How many principles of AI **5**
89. Social skill in Gibb's model include **Accepting responsibility**
90. AI cycle consists of **4** elements
91. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
92. Which of the following is not the component of Dewey's inquiry cycle **implement**
93. How many stages of Boud's triangular representation of reflective learning **three**

94. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased** classroom
95. Within the domain there are **3** proficiencies that the reflective practitioner can focus on
96. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to **Questions of consistency**
97. Teacher competence framework has **4** components
98. Change can also be **evaluative** i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective
99. **Interpersonal** learning through feeling, values and attitudes
100. Can you form a new proposition given what you have just learned? This question is related to the stage **decide**
101. The teacher competency model enables teachers to develop their **identity**
102. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
103. The teacher also must possess interpersonal skill that foster **peer collaboration**
104. There are **9** characteristics of high performing schools.
105. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**
106. The lowest level of cognitive domain in Bloom's Taxonomy is **knowledge**
107. The benefits of utilizing (MI) theory are **it generates a broad survey of experiences across levels and disciplines**
108. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
109. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
110. SMARTER stands for **specific, measurable, restrict, timed, energizing and relevant**
111. Which of the following is not the component of Dewey's inquiry cycle **implement**.
112. Boud's formulated the model in **1985**.
113. How many stages of Boud's Triangular Representation of Reflective Learning **three**.
114. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.
115. How many phases of reflection are? **Six**
116. Gibbs reflective cycle has **six** stages.

117. How many Principles of AI? **Five**
118. The Objects of Action Research Enquiry Are
- a. Observable social activities, patterns, structures;
 - b. intentions motivating those activities;
 - c. shared, available interpretations of these activities;
 - d. Goal & interest to document, explicate, critique, transform.
 - e. **All of these**
119. Action research engages teachers in a cycle of **experience, critical reflection and action.**
120. The Reflective Practitioner is concerned with ____.
- a. Using a wider range of experiences and research to underpin the approach to teaching
 - b. Using a wider range of pedagogies as a means to realize excellence in teaching
 - c. **Both 'a' and 'b'**



Quiz 3 Feb 18, 2021

29th of December 2020 (MCQs-134

MID TERM GRAND QUIZ

1. The cognitive process is characterized as essential to _____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____ **Questioning**
3. The most basic level of reflection is called as _____ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
5. The name of the Schon (1983) book is ----- _____ **The reflective practitioner**
6. In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to _____ **understand the information**
8. Reflective teachers are more likely to develop ____ learners. _____ **Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as tools for coping with the world and for solving problems _____ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from _____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions _____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as _____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**

22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a ____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**
32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and ____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ____ part of the event only. ____ **Significant**
36. Double loop learning involves _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different _____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires _____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: _____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? _____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? ____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**
52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**

54. The major concern for a reflective practitioner is to be aware with their _____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner _____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages _____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold _____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**
66. making sound judgments in work related situation is an attribute of..... competence _____ **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are ____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions __to improve practice._ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that _____. _____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**

82. Professional competencies may be developed by: _____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are:
_____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from
_____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____
_____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening" but on: _____ **what has happened?**
88. _____ What is reflective practice ____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____
_____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____
_____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. _____ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of
_____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield?
_____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish an action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**
99. According to Schon reflection in action and reflection on action all the mechanisms reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice?
_____ **Reflective practitioner models reflective learning**
104. The competence model is about _____
_____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**

107. Reflective writing does all of the following expect: _____ **create ideas**
108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class
_____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____
_____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to
: _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is _____. _____
128. Critical analysis for a reflective practitioner is a process to _____
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for _____.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to _____.
133. Being open-minded means the Reflective Practitioner is _____.
134. One of the Principles of reflective practice is based on _____ research.
- 135.

Lecture No. 1 to 6 (Topic 01 to 36).

QUIZ NO 1

30-12, 2020 to 01-12, 2020

1. A benefit of the green away model of reflection is _____ **It is cyclical**
2. Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge.**
3. Teachers should value their reflection and their practice _____
4. In professional setting what is not considered as a characteristic of reflection _____

5. According to sandwell's view giving emphasis on only individual reflection lead to _____
6. Q47: Rapid reflection is all but _____
7. Q5: A common strand of reflecting-in-action and reflecting-on- practice is **Connecting with feelings in relation to applications of theory**
8. Which reflection requires models or framework which provide a specific and structured approach? _____
9. Which one statement is the example of core best practice? **Teachers provides an enriched environment**
10. What is reflective practice? **Process of action to improve the professional role**
11. What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
12. All are the ways for a teacher to develop reflective practice strategies except _____
13. Dialogic reflection has less intense approach and involve individuals _____
14. Reflection on action deals with the happened **Outside the classroom**
15. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
16. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
17. Reflective practice helps teachers to generate new knowledge and ideas by _____
18. A critical friend can be defined as **A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
19. What leads to the lacks in conceptual clarity of teachers is reflective practice precess _____
20. Q13. What does the idea of reflective practice dismiss? Select the corect option **Teachers view**
21. What is the main characteristics of informal reflection _____
22. Q31. Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Teachers need to develop reflection and evaluation to support their own and others practice

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. a Limitations of self-reflection are..... **the difference between perception and reality**
4. Frames are influenced by **Metaphors**
5. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
6. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
7. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
8. Personal attributes of critical thinkers includes : **all of above**
9. Interpretation is the skills of **Understanding and transmitting**
10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to -----
--- concerns. **Professional**
11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall----- **Competencies**
12. Epistemic stances **Change with the experiences**
13. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
14. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
15. The 4Ps reframing matrix are productive, planning potential and-----
- People perspective**
16. One of the pedagogic concern raised by reflective teaching is called

Development readiness

Conceptual understanding
Instructional planning
None of the above

17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

Observation
Experience
Evidences
Experiments

18. Critical Reflection involves which of the following?

Analysing and conceptualising
Analysing and evaluating
Reasoning and evaluating
Conceptualizing and describing

19. Single loop learning has ----- strategies.

Automatic
Explanatory
Rigid

20. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

Open area
Blind area
Hidden area
Unknown area

21. Concept is looked or understood differently by reframing core belief based on

Core belief
New supporting beliefs
Opposite supporting beliefs
Intuitions

22. A reflective practitioner is able to

Question assumptions and values
Think outside the box
Question other people's assumptions
All of the above

23. What is the evidence of reflecting thinking?

Reflective writing
Making judgments
Analyzing questions
Linking theory to practice

24. In 5-step model of critical thinking, the first step is:

Practice before your assess
Gather and review feedback
Learn through seeking answer
Determining goals/objectives

25. Theory that commands the thinking the action is known as

Theory in action

Theory in reaction
Critical theory
Theory in use

26. Micro- Outcomes involves:

- The broad overall results of professional activity
- The outcomes of very specific activities
- The result of a partially completed activity
- All of these**

27. Reflective practice is important because it is used to:

- Improve teacher's practice**
- Enhance the quality of learners
- Promote school culture
- Motivate teachers and students

28. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

- Maintain discipline
- Promote rote learning
- Encourage different ways of thinking**
- Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

- a)improvement**
- b)change
- c)theories
- d)intrepretation

2. Looking is the part of the reflective process which.....

- a) occurs before teaching**
- b) occurs after teaching
- c) occurs as a precondition for reflection
- d) occurs as a response to experiences

3. Frames are influenced by.....

- a)Metaphors
- b) Individual interests
- c) Perceptions**
- d)Experiences

4. which of the following do not transfer but are locked in time, place or a situation.....

- a) concepts
- b)ideas
- c)facts**
- d)beliefs

6. Reflective action plan involves being helped to.....

- a) select a specific target
- b)Planned a programe of discussion and observation over a fixed period
- c)Evaluate your effectiveness
- d)All of the above**

7. core critical thinking skills are

- a) Analysis
- b) Inference
- c)self regulation
- d)All of these**

8. Epistemic stances

- a) Are the ways to orgainze knowledge
- b)Never changes with the experiences
- c) changes with the experiences**
- d) Are used to describe facts

9. what is the trickest padagogic task according to stefhan brookfield?

- a) Being fair with students task
- b) Getting inside students heads**
- c) Maintaining professional relation with colleagues
- d) Participating in promoting school culture

10. A reframing matrix is a tool used because different people have different.....

- a) Experiences to approach the problems**

- b)pace to cope up with the issue
 c)protocols in the institution
 d)Limitations to think
11. Reflective practice have been embraced by teachers researchers, teacher and educators since last
 a) two decades
 b)three decades
 c)four decades
 d)five decades
12. When a professionao practitioner is aware of the relevance of the skill it is called.....
 a)conciuous incompetence
 b)conciuous competence
 c)in conciuous competence
 d)inconciuous incompetence
13. A product for a teacher might include.....
 a) Relationship with students
 b) Approches to assessment
 c)strategies for behaviour management
 d)All of these
14. Learning to learn is
 a) An ability to pursue in leaning
 b) Identifying available opportunities
 c) Building on prior learning and experience
 d)All of the above
15. what are the indicators of a reflective practionar?
 a) Intellectual quality
 b)Higher order thinking
 c)Meta language
 d) All of the above
16. Reframing helps to reflective practionar.....
 a) see alternative solutions and actions
 b)see things from other perspective
 c)both a and b
 d)None of the above
17. Which of the following helps to reduceblind area and expand open area of a person in team context.....
 a) feedback
 b)support
 c) Information
 d)reflection
18. Personal attributes of critical thinkers include:
 a) Honesty about emotions
 b) Evaluation disposition brone from open- mindness
 c) Personal awareness specially relating to personal bias
 d) All of the above
19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall
 a) Personality
 b) Competencies
 c) Practices
 d) Performance
- 1) which of the following is an example of warm feedback. Warm feedback consists of supportive, appreciative statements
 2)The critical lenses refer toNone of above
 3)The practitioner accounts are considered none-problematic for all reasons expectNo effort is made to footer reflection on language
 5) The cognitive processes is characterized as essential toHigher order thinking
 7)which of the following best describe a ' regular learning network':A place for a teacher to come together and discuss matter and concern
 8) Technical rationally in reflection deal with theBehavior and skills
 9) critical reflection involves which of the followingAnalysing and evaluating
 11) reflective practitioner does not believe inOne single truth/one right way
 12) learning+ reflection= Experience Is know asBoud's triangular representation

The first step in the reflective practice process is: **Examine teaching occasion particular that went bad**
.....allows teachers to analyze what they have been learned and how they learned to take control of their development. **Critical reflection**
In reflective practice, practitioner engage in a continuous cycle of self-observation and..... **Self evaluation**
A 'product' for a teacher might include..... **All of the above**
Absolute knowing is a process of **Learning from other**
The stage-6 of critical thinking development is called as thethinker. **Accomplished**
Which of the following is NOT a 'best' practice? **Follow the next closely to ensure coverage of the curriculum**
Core Critical Thinking Skills are: **All of the these**
Reframing helps the Reflective Practitioner..... **Both 'a' and 'b'**
In reflective writing the two source of evidence are: **your and academic reflection**

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachers

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theory Lens

Q9: Double loop leanng involves

Changing personal assumptions

Changing personal approaches

Both a and 'b

None of the above

Q10. The Reflective Practitioner must _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above corrcet

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12. Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective prachitioner? Select the correct option

Self-regulation

interpretotion

both a and b

None of the above

Q15. What is question/ analysis in the reflective cycle? Select the correct option. Taking on the role of researcher

Q16. one of the four steps in action research.

Identifying the research problem

Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option **Suppositions, theories, beliefs and assumptions**

Q18. Which of the following not a component of the process involved in reflective practice?

Select the correct option **Subject Knowledge**

Q19. Which of the following is NOT a best practice? Select the correct option

Educates the whole child

Follows the text closely to ensure coverage of the curriculum

Students' active participation in learning

Challenging environments

Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option

Accepting consequences of their decisions

Viewing situations from multiple perspectives

Searching for alternative explanations for classroom events

Using evidence to support or evaluate a decision or position

Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

Guidance and structure are key factors for Reflective Practitioners

When the Reflective Practitioner knows what is best for children

Q23. What does „a lack of conceptual clarity“ mean?

The educational community has different interpretations of reflection

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

does not account for students' perspectives

Q24. Creative Thinking is not critical thinking because

It is not logical

It is not problem-centred

It is emotive

It is not based on „black-and-white“ thinking

Q25. Reflection-on-action can be described as _____

Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

Q26.

Critical thinking is _____.

Select correct option:

A biological process

A psychological and cognitive process

A communication process

All of the above

Q29. Critical Reflection involves which of the following?

Select correct option:

Analysing and conceptualising

Analysing and evaluating

Reasoning and evaluating

Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?

Select correct option:

Regular learning networks are very time-consuming

Lack of leadership for Reflective Practice

Regular learning networks are very time-consuming

Staff is too busy

Q32. Self-regulation is Select the correct option

A metacognitive process correct

A creative process
A psychological process
A communication process

Q34.To increase our 'understanding' we need to Select the correct option

Dismiss reasoning
Respect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- **Both 'a' and 'b'**
- None of the above

2. Reflection is NOT _____.

- **A simple 'tick box' activity**
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is _____.

- **From general to specific**
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- **Both 'a' and 'b'**
- None of the above

5. Reflective writing focuses _____.

- **On all aspects of an experience**
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching
- **Both 'a' and 'b'**
- None of the above

7. : Working inductively means to _____.

- **Identify a goal and explore strategies to achieve it**
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- **Adaptable to changing conditions**
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- **A lack of objectivity**
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10.: The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- **A subjective dialogue**
- A list of critical incidents

11.: We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- **Metaphors to communicate logic**
- None of the above

12.: The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- **Knowledge**

13.: Concept-based learning means the Reflective Practitioner _____.

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- **Works with deeper levels of conceptual understanding**

14.: Being committed to the profession means _____.

- **Being responsible for continuing professional development**
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15.: Concepts determine _____.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained
- **The frames for perception**
- The ways a Reflective Practitioner explains experience

16.: A Reflective Practitioner is able to _____.

- Question assumptions and values
- **Think 'outside the box'**
- Question other people's assumptions
- All of the above

17.: We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- **Explain situations**
- Generate schemas for translating theory into practice

18.: Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria

- Clearly identified evidence sources

- Both 'a' and 'b'
- None of the above

19.: An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

20.: Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

21.: A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22.: Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

23. Our assumptions can be revealed and explored through four lenses.

24. A product for a teacher might include. All of above

25. A paradigm shift is. Brings a new set of concepts

26. Reframing for new learning is. Focused on inventing new strategies

27. The highest level of Bloom taxonomy is. Evaluation

28. Using a reflective action plan is valuable. To set targeted action points

29. The Professional development Journal supports the RP to. Reflect on experiences

30. Inductive learning is. Specific to general

84: We can make theory-in-use visible by..

a) Construction someone's theory-in-use from observations of behavior

- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement'

a) Is not too specific

- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

88: The reflective practitioner uses 3-dimensional instruction to

- .. b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching

d) all of the above

89: critically reflective teaching is .

- . a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) all of the above

According to moon what are the key aspects of reflective practice.

- A). reflective practice is a form of mental processing
- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. All of the above.

10. Which of the following is not the best practice?

ANS. Follows the text closely to ensure coverage of the curriculum

11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?

Ans. Using evidence to support or evaluate a decision or position.

12. What is hyper reflexivity?

Ans. Deconstructing applications of knowledge in the classroom.

13. The most significant part of the model is...? Ans learning from experience

14.DATA refers to...?The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

Honesty about emotions

Evaluation disposition borne from open-mindedness

Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

Reflective practice helps students learn

It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical

Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description

Thoughtful listening

Extending thinking

None of the above

knowing in action is described by Schon as:

Our knowing is ordinarily implicit in our patterns of action

When we cannot say what we know

When we go about spontaneous, intuitive performance of the actions of every day life

All of the above

Interpretation is the skill of

Understanding and transmitting

Cognition and communication

Thinking and talking

Receiving and sending information

When we think habitually, we_____

Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which_____

Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?

Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____

Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____

Ans: It uses 'what', 'why' and 'how' questions

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**
- None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- **Follows the text closely to ensure coverage of the curriculum**
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- **When we cannot say what we know**
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred

- It is emotive
- it is not based on 'black-and-white' thinking

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- The four steps analytical process necessary for guiding reflection

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- Process of action to improve the professional role
- none of these

4:

What is the impact of reflective practices on the teacher

- It leads higher quality practice
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- Teachers need to develop reflection and evaluation of their practice
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- The educational community has different interpretations of reflection
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- The Student Lens
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

▪ **Thinking about what to do**

- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- **It is problem-oriented**
- **It is based on action research**
- **It is data-driven**
- **It is research-led**

6:

Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- **All of the above**

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- **Technical, practical and critical**
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- **Taking on the role of researcher**
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of _____.

Select correct option:

- **Understanding and transmitting**
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication
pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'

- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- Research shows that reflective practice is essential for developing our understanding about teaching and learning
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is _____.

Select correct option:

- Learning from experience
- Learning from reflecting
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- Beliefs, values and assumptions
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we _____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- Ignore data
- None of the above

8

Double loop learning involves _____.

Select correct option:

- Changing personal assumptions
- Changing personal approaches pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- Regular learning networks are very time-consuming
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? Object-led
2. Best practice approach teachers must . Be committed to professional dialogue with other teachers
3. Why reflective practice is so important? Research shows that reflective practice is essential for developing our understanding about teaching and learning.
4. True about teacher's professional knowledge and understanding?
5. What is reflection practice? Process of action to improve the professional role
6. Best describes a regular learning network. A learning "hub" which challenge practice and policy
7. According to Moon. What are the key aspects of reflective practice? Reflection is a form of mental processing

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....
a) **Using evidence to support or evaluate a decision or position**
2. What is hyper-reflexivity?
a) **Deconstructing applications of knowledge in the classroom**
3. Kolb's reflective cycl
a) **Both 'a' and 'b'**
4. Which of the following is not a reason for reflective practice?
a) **Reflective practitioner models reflective learning**
5. To operationalize a best practice approach teachers must
a) **Be committed to professional dialogue with other teachers**
6. Rapid reflection is all but
a) **Contemplative**
7. Processes in participatory reflection include all of the following except
a) **None of the above**
8. A critical friend can be defined as
a) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
9. Bloom's model which guides the lowest level of reflection might use all the following except
a) **What instructional strategies were used?**
- 10: Which of the following about teacher's professional knowledge and understanding is true?
+ **Teachers need to develop reflection and evaluation of their practice**
- 11: According to Stephen Brook, reflective practice is?
+ **None of the above**
- 12: Which of the following is NOT a 'best' practice?
a) **Follows the text closely to ensure coverage of the curriculum**
- 13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
+ **Guidance and structure are key factors for Reflective Practitioners**
- 14: Which of the following is considered the least effective form of teacher development?
+ **Certificated Courses**
- 15: Knowing-in-action is described by Schon as
+ **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- 16: What are the major mechanisms involved in critical thinking for the reflective practitioner?
+ **both 'a' and 'b'**
- 17: Creative Thinking is not critical thinking because
It is emotive
- 18: in a school, a critical friend can be all of the following except
a) **A friend from another school**
- 20: Personal attributes of critical thinkers include
a) **All of the above**
22. DATA refers to
+ **The four steps analytical process necessary for guiding reflection**
- 23: What is reflective practice?
+ **Process of action to improve the professional role**
- 24: What is the impact of reflective practices on the teacher
+ **It leads higher quality practice**
- 25: Which of the following about teacher's professional knowledge and understanding is true?
Once reflection becomes a habit you will not need to develop your reflective skills further
Teachers need to develop reflection and evaluation of their practice teachers need
What does 'a lack of conceptual clarity' mean?
+ **It includes too many viewpoints and so becomes confusing for the individual**
- 27 According to Brookfield, which is the most powerful lens for teachers?
+ **The Self Lens**
- 28 Which of the following is an example of 'warm' feedback?
+ **Warm feedback consists of supportive, appreciative statements**

29 Within a critical thinking framework, 'reasoning' is conducted from

a) **Both 'a' and 'b'**

30: Which of the following not a component of the process involved in reflective practice

Subject knowledge

31 Which of the following is not reflection in a professional setting?

✦ **Object-led**

32 The 'critical lenses' refer to

✦ **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**

34: Reflection-on-action can be described as _____ Thinking about

A reconstructive mental review

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

✦ **It is data-driven**

37: Re-theorising is the means by which Reflective Practitioners _____.

Select correct option:

✦ **Critically examine practice and theories in the light of theories**

38: Critical thinking is _____. **All of the above**

39: What are three levels of reflection? **Technical, practical and critical**

40 What is question/ analysis in the reflective cycle? **Asking many questions**

41: Interpretation is the skills of _____. **Cognition and communication**

4 Critical Reflection involves which of the following? **Analysing and evaluating**

4 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to..... **Both 'a' and 'b'**

45: What is part of the analytical process for the practitioner? **Both 'a' and 'b'**

46: Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**

47: The most significant part of the model is _____. **Learning from experience**

48: What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**

49: When we think habitually, we _____. **Ignore data**

50: Double loop learning involves _____. **Both 'a' and 'b'**

51: What factor makes reflection seem time-consuming? **Staff is too busy**

52: Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge**

53: What does the idea of reflective practice dismiss? **Fixed perception of the nature of the learning**

54: To operationalize a best practice approach teachers must **Be committed to professional dialogue with other teachers**

55. Looking in is the part of the reflective process which **Occurs as a precondition for reflection**

56: Which of the following Best describes a 'regular learning network'? **A placed for teachers to come together and discuss matters of concern**

57: According to Moon. What are the key aspects of reflective practice? **All of the above**

58: The Reflective Practitioner must _____. **Both 'a' and 'b'**

59: Reflection is NOT _____. **A simple 'tick box' activity**

60 :Deductive learning is _____. **From general to specific**

61: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**

62: Reflective writing focuses _____. **Specific details within an experience**

63:The Reflective Practitioner is concerned with _____. **Both 'a' and 'b'**

64:Working inductively means to _____. **Identify a goal and explore strategies to achieve it**

65: By having an open-minded attitude, the Reflective Practitioner is _____. **Adaptable to changing conditions**

66: Reflection can be negatively influenced by _____. **Both 'a' and 'b'**

67: The Professional Development Journal is _____. **A subjective dialogue**

68: We understand frames through the use of _____. **Metaphors to communicate logic**

69: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**

70: The study of parts of the community fall in _____. **Knowledge**

- 71: Concept-based learning means the Reflective Practitioner _____. **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means _____. **Being responsible for continuing professional development**
- 73: Concepts determine _____. **The frames for perception**
- 74: A Reflective Practitioner is able to _____. **Question assumptions and values**
- 76: We develop theories-in-use as Reflective Practitioners to _____. **Understand theories as we apply them**
- 77: Effective writing in a Professional Development Journal _____. **Both 'a' and 'b'**
- 78: Exploring practice using inductive action planning requires _____. **Both 'a' and 'b'**
- 79: An effective action plan is _____. **All of the above**
- 80: Professional knowledge relates to _____. **All of the above**
- 81: A reflective action plan provides the Reflective Practitioner with _____. **Targets, planning, evaluation**
- 82: Reflective writing _____. **Links theory to practice**
- 83: Benjamin Bloom major work in is.... **Cognitive**
- 84: We can make theory-in-use visible by.... **Construction someone's theory-in-use from observations of behavior**
- 85: A 'problem statement' **Is not too specific**
- 86: Professional knowledge relates to **All of the above**
- 88: The reflective practitioner uses 3-dimensional instruction to **all of the above**
- 89: critically reflective teaching is **all of the above**

FINAL TERM

1. A Mnemonic is a _____ **learning technique**
2. The most important feature of becoming a reflective practitioner is the focus on _____ **why to learn**
3. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to _____ **questions of consistency**
4. An objective is a clearly defined target that has the following characteristics
_____ **SMART specific, measurable, achievable, realistic, timed**
5. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
6. SMARTER stands for _____ **specific, measurable, realistic, timed, energizing and relevant**
7. The pastoral role of teacher is intended to provide students _____ **care and attention**
8. The most significant factors that affect work based learning are _____ **accreditation and assessment**
9. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
10. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
11. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**

12. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?
Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
13. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
14. Knowing-in-action is described by Schon as **When we cannot say what we know**
15. What are the major mechanisms involved in critical thinking for the reflective practitioner? **both 'a' and 'b'**
16. Creative Thinking is not critical thinking because **It is emotive**
17. 'Looking out' **is a combination of A range of viewpoints about experiences**
18. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
19. DATA refers to **the four steps analytical process necessary for guiding reflection**
20. What is reflective practice? **Process of action to improve the professional role**
21. What is the impact of reflective practices on the teacher **It leads higher quality practice**
22. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
23. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
24. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
25. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
26. Which of the following is not reflection in a professional setting? **Object-led**
27. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
28. Reflection-on-action can **be described as Thinking about what to do**
29. Which of the following is NOT a principle of Reflective Practice? **None**
30. Which of the following is NOT one of the four steps in action research? **Developing a professional measurement instrument**
31. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
32. Critical thinking is _____. **All of the above**
33. What are three levels of reflection? **Technical, practical and critical**
34. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**
35. Interpretation is the skills of **Understanding and transmitting**
36. Critical Reflection involves which of the following? **Analyzing and evaluating**
37. Action Research is...**Process, Collaboration, Improvement, Practice, Communication**
38. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
39. The most significant part of the model is **Learning from reflecting**
40. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**

41. When we think habitually, **we ignore data**
42. Double loop learning involves **Changing personal approaches**
43. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**
44. Is not reflection in a professional setting? **Object-led**
45. Best practice approach teachers must. **Be committed to professional dialogue with other teachers**
46. Critical reflection facilitates_____ learning. Fosters **transformational** learning
47. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
48. What is reflection practice? **Process of action to improve the professional role**
49. Best describes a regular learning network. **A learning “hub” which challenge practice and policy**
50. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**
51. The Reflective Practitioner must _____. **None of the above**
52. Reflection is NOT _____. **A simple ‘tick box’ activity**
53. The Reflective Practitioner has adapted _____. **Both ‘a’ and ‘b’**
54. Reflective writing focuses _____ **On all aspects of an experience**
55. The most important feature of becoming a reflective practitioner is the focus on _____ **how to learn.**
56. An objective is a clearly defined target that has the following characteristics **specific and measureable.**
57. Socratic Method is about _____ **questioning.**
58. The most significant are that affect work based learning _____ **accreditation and assessment.**
59. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**
60. Working inductively means to _____ **identify a goal and explore strategies to achieve it**
61. By having an open-minded attitude, the Reflective _____ **Practitioner is more reflective**
62. Reflection can be _____ **negatively influenced by A lack of objectivity**
63. The Professional _____ **Development Journal is A subjective dialogue**
64. We understand _____ **frames through the use of Metaphors to communicate logic**
65. The Reflective _____ **Practitioner has adapted Ways of knowing**
66. The study of parts of the _____ **community fall in Knowledge**
67. Concept-based learning means _____ **the Reflective Practitioner Works with deeper levels of conceptual understanding**
68. Being committed _____ **to the profession means being responsible for continuing professional development**
69. Concepts determine _____ **the frames for perception**
70. A Reflective Practitioner is able to _____ **Think ‘outside the box’**
71. We develop theories-in-use as Reflective Practitioners _____ **to Explain situations**
72. Effective writing in a Professional Development Journal _____ **May include diagrams and drawings**
73. Exploring practice using inductive action planning requires _____ **Clearly identified evidence sources**
74. An effective action plan is _____ **Precise**
75. Professional knowledge relates to _____ **Communication skills**

76. A reflective action plan provides the Reflective Practitioner with _____ **Targets, planning, evaluation**
77. Reflective writing _____ **Links theory to practice**
78. Our assumption can _____ **be Perceptual.**
79. A product for a teacher might include. _____ **All of above**
80. A paradigm shift is. _____ **Brings a new set of concepts**
81. Reframing for new learning is. _____ **Focused on inventing new strategies**
82. Concept formation involves. _____ **Perception, abstraction, generalization**
83. The highest level of Bloom taxonomy is. _____ **Evaluation**
84. Using a reflective action plan is valuable. _____ **To set targeted action points**
85. The Professional development Journal supports the RP to. _____ **Reflect on experiences**
86. Inductive learning is. _____ **None of the above**
87. SOAR stands for _____ **strengths, opportunities, aspirations and results**
88. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
89. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
90. How many principles of AI _____ **5**
91. Social skill in Gibb's model include **Accepting responsibility**
92. AI cycle consists of **4** elements
93. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
94. Which of the following is not the component of Dewey's inquiry cycle _____ **implement**
95. How many stages of Boud's triangular representation of reflective learning _____ **three**
96. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased classroom**
97. Within the domain there areproficiencies that the reflective practitioner can focus on _____ **3**
98. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to _____ **Questions of consistency**
99. Teacher competence framework has **4** components
100. **Interpersonal** learning through feeling, values and attitudes
101. The teacher competency model enables teachers to develop their _____ **identity**
102. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
103. The teacher also must possess interpersonal skill that foster _____ **peer collaboration**
104. There are **9** characteristics of high performing schools.
105. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**
106. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
107. The benefits of utilizing (MI) theory are _____ **it generates a broad survey of experiences across levels and disciplines**
108. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
109. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
110. SMARTER stands for _____ **specific, measurable, restrict, timed, energizing and relevant**

111. Which of the following is not the component of Dewey's inquiry cycle _____ **implement.**
112. Boud's formulated the model in _____ **1985.**
113. How many stages of Boud's Triangular Representation of Reflective Learning _____ **three.**
114. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.
115. How many phases of reflection are? _____ **Six**
116. Gibbs reflective cycle has **six** stages.
117. How many Principles of AI? _____ **Five**
118. The Objects of Action Research Enquiry Are _____ **All of these**
119. Action research engages teachers in a cycle of _____ **experience, critical reflection and action.**
120. The Reflective Practitioner is concerned with _____. _____ **Both 'a' and 'b'**

Quiz 2 January 25, 2021

1. 'Fairness' in terms of professionalism mean _____ **supporting all students regardless of their problems**
2. How many levels does Bloom's taxonomy has _____ **three**
3. A Mnemonic is _____ **a learning technique**
4. The pastoral role of teacher is intended to provide students _____ **care and attention**
5. Socratic Method is about _____ **questioning**
6. Teacher competence framework has components _____ **4**
7. Group thinking act as a barrier to reflective practice because it _____ **creates stereotyped views**
8. The biggest challenge of work-based learning are _____ **communication gap**
9. The teacher competency model enables teachers to develop _____ **their identity**
10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example _____ **All of the above**
11. Self-regulation is a process. _____ **linear one-way**
12. SMARTER goals are _____ specific, measurable, realistic, timed, energizing and relevant
13. The term team means _____ **a group of people working together**
14. Questions of Assumption- force the reflective practitioner to _____ **understand and reflect on information.**
15. Heterogeneous teams are more creative in nature because team member _____ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
17. The teacher also must possess interpersonal skill that foster _____ **peer collaboration**
18. The Norming stage in the team development is where _____ **People take on their roles efficiently**
19. How many domains of teacher identity _____.
20. How many continuums of work based learning are _____ **2**
21. The most significant factors that affect work based learning are _____ **accreditation and assessment**
22. Which one of the following is not related to work based learning _____ **Professional Failure**
23. The four steps in Socratic Method are _____
24. Effective team members are good at five C's in team composition. One of them is _____ **Communicating**
25. Within the domain there are _____ proficiencies that the reflective practitioner can focus on. _____ **3**
26. Learning from day to day chaos means _____ **learning from day to day experience**

QUIZ NO 3

1. The reflective practitioner has to go through the four stages while maintaining dialogic diaries which are _____ **Uncertainty, enthusiasm, lack of enthusiasm and habit**
2. Lesson study focuses more on _____ **Student learning**
3. Change can also be _____ i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective _____ **Evaluative**

4. A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. _____ **Teacher**
5. The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. _____ **Eliciting**
6. The reflective practitioner needs to engage with one key understanding that is **_professionalism.**
7. Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
8. Can you form a new proposition given what you have just learned? This question is related to the stage _____. _____ **Decide**
9. How many steps in Socratic questioning are _____ **6**
10. Peer monitoring is a **_Professional relationship between reflective practitioner and colleague**
11. Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
12. Situated learning focuses on teacher learning to make them to _____ **Think critically and originally**
13. Reflecting with colleagues is very important because _____ **only helps us integrate in school and feel valued with other professionals**
14. Questions of Assumption is _____. _____ **force us to define our task**
15. Which one of the following is the higher level of blooms taxonomy _____. _____ **Knowledge**
16. _____ types of questions are often used to develop thinking from lower to higher order _____ **3**
17. What type of skill reflective practitioner needs to develop _____ **flexible**
- 18.



Quiz 2 January 25, 2021

29th of December 2020 (MCQs-134)

MID TERM GRAND QUIZ

1. The cognitive process is characterized as essential to _____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____ **Questioning**
3. The most basic level of reflection is called as _____ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to _____ **understand the information**
8. Reflective teachers are more likely to develop ____ learners. _____ **Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as tools for coping with the world and for solving problems ____ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from ____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions ____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as ____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**

22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a ____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**
32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and ____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ____ part of the event only. ____ **Significant**
36. Double loop learning involves _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different _____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires _____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as: _____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems? _____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? ____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**
52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**

54. The major concern for a reflective practitioner is to be aware with their _____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner _____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages _____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold _____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**
66. making sound judgments in work related situation is an attribute of..... competence _____ **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are ____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions __to improve practice._ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that _____. _____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**

82. Professional competencies may be developed by: _____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: _____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from _____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening" but on: _____ **what has happened?**
88. _____ What is reflective practice ____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. _____ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of _____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? _____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish an action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**
99. According to Schon reflection in action and reflection on action all the mechanisms reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice? _____ **Reflective practitioner models reflective learning**
104. The competence model is about _____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**

107. Reflective writing does all of the following expect: _____ **create ideas**
108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class
_____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____
_____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to
: _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is _____. _____
128. Critical analysis for a reflective practitioner is a process to _____
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for _____.
131. Theory- in-use can be constructed from:
132. The ‘critical lenses’ refer to _____.
133. Being open-minded means the Reflective Practitioner is _____.
134. One of the Principles of reflective practice is based on _____ research.
- 135.

Lecture No. 1 to 6 (Topic 01 to 36).

QUIZ NO 1

30-12, 2020 to 01-12, 2020

1. A benefit of the green away model of reflection is _____ **It is cyclical**
2. Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge.**
3. Teachers should value their reflection and their practice _____
4. In professional setting what is not considered as a characteristic of reflection _____

5. According to sandwell's view giving emphasis on only individual reflection lead to_____
6. Q47: Rapid reflection is all but_____
7. Q5: A common strand of reflecting-in-action and reflecting-on- practice is **Connecting with feelings in relation to applications of theory**
8. Which reflection requires models or framework which provide a specific and structured approach?_____
9. Which one statement is the example of core best practice?**Teachers provides an enriched environment**
10. What is reflective practice? **Process of action to improve the professional role**
11. What type of reflection allows teachers to modify his/her teaching strategy based on students responses? **All the above**
12. All are the ways for a teacher to develop reflective practice strategies except_____
13. Dialogic reflection has less intense approach and involve individuals _____
14. Reflection on action deals with the happened **Outside the classroom**
15. Q7: Bloom's model which guides the lowest level of reflection might use all the following except **Did I give enough time for individual activity?**
16. Which of the following is NOT a skill which underpins reflexivity? **Existential phenomenology**
17. Reflective practice helps teachers to generate new knowledge and ideas by _____
18. A critical friend can be defined as**A trusted person who asks provocative questions, provides data to examined through another lens, and offers critiques of a person's work as a friend**
19. What leads to the lacks in conceptual clarity of teachers is reflective practice precess_____
20. Q13. What does the idea of reflective practice dismiss? Select the corect option**Teachers view**
21. What is the main characteristics of informal reflection _____
22. Q31.Which of the following is not a reason for reflective practice? Select the correct option **It is a professional requirement correct**

Which of the following about teacher's teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation to support their own and others practice**

1. Reframing helps the reflective practitioner....? **Both a and b**
2. Personal attributes of critical thinkers include: **changing with the experiences**
3. a Limitations of self-reflection are..... **the difference between perception and reality**
4. Frames are influenced by**Metaphors**
5. Which of the following is not the attribute of reflective practice? **It challenge and change practice**
6. Kolb's reflective cycle..... **Emphasizes the role experience play in learning**
7. The first step in the reflective practice process is : **make a list of teaching strategies that you used in previous week**
8. Personal attributes of critical thinkers includes : **all of above**
9. Interpretation is the skills of **Understanding and transmitting**
10. Which reflective practice is done badly, ineffectively or inappropriately, it give rise to ----- concerns. **Professional**
11. Reflecting logically allows teachers to take control of their learning and helps them to develop overall-----
----- **Competencies**
12. Epistemic stances **Change with the experiences**
13. All were the critiques on the Reflective practice movement except **Helps to improve teachers practice**
14. Critically reflective learning is nurtured by relationships between teacher and ----- **Learner**
15. The 4Ps reframing matrix are productive, planning potential and-----

People perspective

16. One of the pedagogic concern raised by reflective teaching is called

Development readiness

- Conceptual understanding
- Instructional planning
- None of the above

17. Critical Reflection helps to support or challenge our views, practices and feelings by providing

- Observation
- Experience

Evidences

- Experiments

18. Critical Reflection involves which of the following?

- Analysing and conceptualising

Analysing and evaluating

- Reasoning and evaluating
- Conceptualizing and describing

19. Single loop learning has ----- strategies.

- Automatic
- Explanatory

Rigid

20. ----- quadrant of Jo-Han windows represent the things that are unknown by you and are unknown by others

- Open area
- Blind area
- Hidden area
- Unknown area**

21. Concept is looked or understood differently by reframing core belief based on

- Core belief
- New supporting beliefs**
- Opposite supporting beliefs
- Intuitions

22. A reflective practitioner is able to

Question assumptions and values

- Think outside the box
- Question other people's assumptions
- All of the above

23. What is the evidence of reflecting thinking?

Reflective writing

- Making judgments
- Analyzing questions
- Linking theory to practice

24. In 5-step model of critical thinking, the first step is:

- Practice before your assess
- Gather and review feedback
- Learn through seeking answer
- Determining goals/objectives**

25. Theory that commands the thinking the action is known as
Theory in action

Theory in reaction

Critical theory

Theory in use

26. Micro- Outcomes involves:

The broad overall results of professional activity

The outcomes of very specific activities

The result of a partially completed activity

All of these

27. Reflective practice is important because it is used to:

Improve teacher's practice

Enhance the quality of learners

Promote school culture

Motivate teachers and students

28. Emancipatory phase of critical reflective enquiry helps to ----- in the class.

Maintain discipline

Promote rote learning

Encourage different ways of thinking

Discourage values, beliefs and practice.

1. Reflective practices focuses on.....

a)improvement

b)change

c)theories

d)intrepretation

2. Looking is the part of the reflective process which.....

a) occurs before teaching

b) occurs after teaching

c) occurs as a precondition for reflection

d) occurs as a response to experiences

3. Frames are influenced by.....

a)Metaphors

b) Individual interests

c) Perceptions

d)Experiences

4. which of the following do not transfer but are locked in time, place or a situation.....

a) concepts

b)ideas

c)facts

d)beliefs

6. Reflective action plan involves being helped to.....

a) select a specific target

b)Planned a programe of discussion and observation over a fixed period

c)Evaluate your effectiveness

d)All of the above

7. core critical thinking skills are

a) Analysis

b) Inference

c)self regulation

d)All of these

8. Epistemic stances

a) Are the ways to orgainze knowledge

b)Never changes with the experiences

c) changes with the experiences

d) Are used to describe facts

9. what is the trickiest padagogic task according to stefhan brookfield?

- a) Being fair with students task
 - b) Getting inside students heads**
 - c) Maintaining professional relation with colleagues
 - d) Participating in promoting school culture
10. A reframing matrix is a tool used because different people have different.....
- a) Experiences to approach the problems**
 - b)pace to cope up with the issue
 - c)protocols in the institution
 - d)Limitations to think
11. Reflective practice have been embraced by teachers researchers, teacher and educators since last
- a) two decades**
 - b)three decades
 - c)four decades
 - d)five decades
12. When a professionao practitioner is aware of the relevance of the skill it is called.....
- a)concious incompetence**
 - b)concious competence
 - c)in concious competence
 - d)inconcious incompetence
13. A product for a teacher might include.....
- a) Relationship with students
 - b) Approches to assessment
 - c)strategies for behaviour management
 - d)All of these**
14. Learning to learn is
- a) An ability to pursue in leaning
 - b) Identifying available opportunities
 - c) Building on prior learning and experience
 - d)All of the above**
15. what are the indicators of a reflective practionar?
- a) Intellectual quality
 - b)Higher order thinking
 - c)Meta language
 - d) All of the above**
16. Reframing helps to reflective practionar.....
- a) see alternative solutions and actions
 - b)see things from other perspective
 - c)both a and b**
 - d)None of the above
17. Which of the following helps to reduceblind area and expand open area of a person in team context.....
- a) feedback**
 - b)support
 - c) Information
 - d)reflection
18. Personal attributes of critical thinkers include:
- a) Honesty about emotions
 - b) Evaluation disposition brone from open- mindness
 - c) Personal awareness specially relating to personal bias
 - d) All of the above**
19. Reflecting logically allows teachers to take control of their learning and helps them to develop overall
- a) Personality
 - b) Competencies
 - c) Practices
 - d) Performance**
- 1) which of the following is an example of warm feedback.**Warm feedback consists of supportive, appreciative statements**
- 2)The critical lenses refer to**None of above**

3) The practitioner accounts are considered none-problematic for all reasons expect **No effort is made to footer reflection on language**

5) The cognitive processes is characterized as essential to **Higher order thinking**

7) which of the following best describe a 'regular learning network': **A place for a teacher to come together and discuss matter and concern**

8) Technical rationally in reflection deal with the **Behavior and skills**

9) critical reflection involves which of the following **Analysing and evaluating**

11) reflective practitioner does not believe in **One single truth/one right way**

12) learning+ reflection= Experience Is know as **Boud's triangular representation**

The first step in the reflective practice process is: **Examine teaching occasion particular that went bad**
allows teachers to analyze what they have been learned and how they learned to take control of their development. **Critical reflection**

In reflective practice, practitioner engage in a continuous cycle of self-observation and **Self evaluation**

A 'product' for a teacher might include **All of the above**

Absolute knowing is a process of **Learning from other**

The stage-6 of critical thinking development is called as the thinker. **Accomplished**

Which of the following is NOT a 'best' practice? **Follow the next closely to ensure coverage of the curriculum**

Core Critical Thinking Skills are: **All of the these**

Reframing helps the Reflective Practitioner **Both 'a' and 'b'**

In reflective writing the two source of evidence are: **your and academic reflection**

Quiz 1...edu 406

Q1: To operationalize a best practice approach teachers must

Be committed to professional dialogue with other teachrs

Be open-minded and committed to professionalism

See practice as a process of analysis

Be focused on technical proficiency

Q2: What is the impact of reflective practices on the teacher?

It leads higher quality practice

It leads to greater independence for the teacher

It sustains inclusive environments

Q4. The 'critical lenses' refer to

The perspectives that a teacher uses to generate different viewpoints

The focus given to the Reflective Practitioner by taking the o different viewpoints necessary to reflect on practice

A set of different viewpoints

None of the above

Q8. According to Brookfield, which is the most powerful lens for teachen? Select the correct option

The Self Lens

The Student Lens

The Peers Lens

The Theory Lens

Q9: Double loop leanng involves

Changing personal assumptions

Changing personal approaches

Both a and 'b'

None of the above

Q10. The Reflective Practitioner must _____.

Manage workloads as part of their role in planning and leading the profession

Ensure a suitable work-life balance

Both „a“ and „b“

none of above corrct

Q11. Benjamin Bloom major work in is Select the correct option

Affective

Management

Cognitive

Psychomotor

Q12. Conceptual innovation is Select the correct option

Like re-framing

The same as re-framing

Not re-framing

Identifying new questions

Q14. What are the major mechanisms involved in critical thinking for the reflective practitioner? Select the correct option

Self-regulation

interpretation

both a and b

None of the above

Q15. What is question/ analysis in the reflective cycle? Select the correct option. Taking on the role of researcher

Q16. one of the four steps in action research.

Identifying the research problem

Q17. What do systematic reflexivity and epistemic reflexivity focus on? Select the correct option

Suppositions, theories, beliefs and assumptions

Q18. Which of the following is not a component of the process involved in reflective practice? Select the correct option Subject Knowledge

Q19. Which of the following is NOT a best practice? Select the correct option

Educates the whole child

Follows the text closely to ensure coverage of the curriculum

Students' active participation in learning

Challenging environments

Q21. One part of learning from reflection relies on teachers being open minded These characteristics include all but Select the correct option

Accepting consequences of their decisions

Viewing situations from multiple perspectives

Searching for alternative explanations for classroom events

Using evidence to support or evaluate a decision or position

Q22. What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

Reflection is more effective when conducted collaboratively

Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching

Guidance and structure are key factors for Reflective Practitioners

When the Reflective Practitioner knows what is best for children

Q23. What does „a lack of conceptual clarity“ mean?

The educational community has different interpretations of reflection

It confuses perceptions about what happens in the classroom

It includes too many viewpoints and so becomes confusing for the individual

does not account for students' perspectives

Q24. Creative Thinking is not critical thinking because

It is not logical

It is not problem-centred

It is emotive

It is not based on „black-and-white“ thinking

Q25. Reflection-on-action can be described as _____

Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

Q26.

Critical thinking is _____.

Select correct option:

A biological process

A psychological and cognitive process

A communication process

All of the above

Q29. Critical Reflection involves which of the following?

Select correct option:

Analysing and conceptualising
Analysing and evaluating
Reasoning and evaluating
Conceptualizing and describing

Q30. What factor makes reflection seem time-consuming?

Select correct option:

Regular learning networks are very time-consuming
Lack of leadership for Reflective Practice
Regular learning networks are very time-consuming
Staff is too busy

Q32. Self-regulation is **Select the correct option**

A metacognitive process correct

A creative process
A psychological process
A communication process

Q34. To increase our 'understanding' we need to **Select the correct option**

Dismiss reasoning
Respect evidence and reason

Think critically

None of the above

1. The Reflective Practitioner must _____.

- Manage workloads as part of their role in planning and leading the profession
- Ensure a suitable work-life balance
- Both 'a' and 'b'
- None of the above

2. Reflection is NOT _____.

- A simple 'tick box' activity
- A routine activity for a teacher
- Both 'a' and 'b'
- None of the above

3. : Deductive learning is _____.

- From general to specific
- Rule base
- From unknown to known
- All the above

4. The Reflective Practitioner has adapted _____.

- Ways of knowing
- Patterns of reasoning
- Both 'a' and 'b'
- None of the above

5. Reflective writing focuses _____.

- On all aspects of an experience
- Critical incidences
- Specific details within an experience
- Ideas, concepts and opinions

6. : The Reflective Practitioner is concerned with _____.

- Using a wider range of experiences and research to underpin the approach to teaching
- Using a wider range of pedagogies as a means to realize excellence in teaching

- Both 'a' and 'b'
- None of the above

7. : Working inductively means to _____ .

- Identify a goal and explore strategies to achieve it
- Plan a programme of discussion and observation to improve
- Reflect in an exploratory and trial-and-error fashion
- None of the above

8. : By having an open-minded attitude, the Reflective Practitioner is _____.

- More reflective
- Adaptable to changing conditions
- Able to review experiences critically
- Is open to many new ideas

9. : Reflection can be negatively influenced by _____.

- A lack of objectivity
- The Reflective Practitioner ignoring the truth
- None of the above
- Both 'a' and 'b'

10. : The Professional Development Journal is _____.

- A personal diary
- An on-going discourse
- A subjective dialogue
- A list of critical incidents

11. : We understand frames through the use of _____.

- Metaphors providing explain them
- Metaphors to clarify them
- Metaphors to communicate logic
- None of the above

12. : The study of parts of the community fall in _____.

- Evaluation
- Synthesis
- Analysis
- Knowledge

13. : Concept-based learning means the Reflective Practitioner _____ .

- Transfers learning to new concepts easily
- Makes meaning and process information more deeply
- Has a more thorough working knowledge of theories-in-use
- Works with deeper levels of conceptual understanding

14. : Being committed to the profession means _____.

- Being responsible for continuing professional development
- Being responsible for managing change
- Being responsible for changing policy and practice
- None of the above

15. : Concepts determine _____.

- How a Reflective Practitioner's perceptions are explained
- How a Reflective Practitioner's beliefs are explained

- The frames for perception
- The ways a Reflective Practitioner explains experience

16. : A Reflective Practitioner is able to _____.

- Question assumptions and values
- Think 'outside the box'
- Question other people's assumptions
- All of the above

17. : We develop theories-in-use as Reflective Practitioners to _____.

- Understand theories as we apply them
- Predict what will happen when we apply theory to practice
- Explain situations
- Generate schemas for translating theory into practice

18. : Exploring practice using inductive action planning requires _____.

- Clearly defined and expressed success criteria
- Clearly identified evidence sources
- Both 'a' and 'b'
- None of the above

19. : An effective action plan is _____.

- Developmental
- Precise
- Shared
- All of the above

20. : Professional knowledge relates to _____.

- Subject knowledge
- Communication skills
- Social interaction
- All of the above

21. : A reflective action plan provides the Reflective Practitioner with _____.

- Targets, planning, evaluation
- Specific target-setting, identification of actions, evaluation of success
- Specific targets, activities, success criteria
- None of the above

22. : Reflective writing _____.

- Is personal
- Links theory to practice
- Questions experience

23. Our assumptions can be revealed and explored through four lenses.

24. A product for a teacher might include. All of above

25. A paradigm shift is. Brings a new set of concepts

26. Reframing for new learning is. Focused on inventing new strategies

27. The highest level of Bloom taxonomy is. Evaluation

28. Using a reflective action plan is valuable. To set targeted action points

29. The Professional development Journal supports the RP to. Reflect on experiences

30. Inductive learning is. Specific to general

84: We can make theory-in-use visible by..

a) Construction someone's theory-in-use from observations of behavior

- b) Clues for discovering the theory-in-use
- c) Developing ideas
- d) Exploring concepts

85: A 'problem statement'

- a) Is not too specific
- b) Find solutions to problems
- c) Does not find solutions to problems
- d) Is not too general

88: The reflective practitioner uses 3-dimensional instruction to

- .. b) Develop understanding of connection between topics/subject
- c) Build use multiple intelligence in their teaching
- d) all of the above

89: critically reflective teaching is .

- . a) responsible for highly effective pedagogies
- B) responsive and adaptable to meet learners' needs
- c) a social process involving family and community
- d) all of the above

According to moon what are the key aspects of reflective practice.

- A). reflective practice is a form of mental processing
- b. Relies of a cognitive re processing of experience
- c. aims to understand complexity and confusion in experience
- d. All of the above.

10. Which of the following is not the best practice?

ANS. Follows the text closely to ensure coverage of the curriculum

11. One part of learning from reflection relies on teachers being open minded . these characteristics include all but.?

Ans. Using evidence to support or evaluate a decision or position.

12. What is hyper reflexivity?

Ans. Deconstructing applications of knowledge in the classroom.

13. The most significant part of the model is...? Ans learning from experience

14.DATA refers to...?The four steps analytical process necessary for guiding reflection

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Ans. Teachers need to develop reflection and evaluate to support their own practice

20) Personal attributes of critical thinkers include:

- Honesty about emotions
- Evaluation disposition borne from open-mindedness
- Personal awareness especially relating to personal bias

All of the above

Kolb's reflective cycle:

Emphasis the role experience plays in learning

Illustrates the developmental nature of reflection

Both a, b

None of the above

Which of following is not the reason of reflective practice:

- Reflective practice helps students learn
- It encourages us to understand our learners and their needs

It is a professional requirement

Reflective Practitioners models reflective learning

What are three levels of reflection:

Technical, empirical, practical

Technical, practical, Critical

Rational, Technical, Critical

Rational, Practical, Critical

Processes in participatory reflection include all of the following except

Careful description
Thoughtful listening
Extending thinking
None of the above

knowing in action is described by Schon as:
Our knowing is ordinarily implicit in our patterns of action
When we cannot say what we know
When we go about spontaneous, intuitive performance of the actions of every day life
All of the above

Interpretation is the skill of
Understanding and transmitting
Cognition and communication
Thinking and talking
Receiving and sending information

When we think habitually, we _____
Ans: Ignore Data

A learning 'hub' which challenges practice and policy.

Looking in is the part of the reflective process which _____
Ans: Occurs as a response to experiences

Which of the following is an example of warm feedback?
Ans: Warm feedback consists of supportive, appreciative statements

Self-regulation is _____
Ans: A metacognitive process

One principle of reflection in the Roth Model is that _____
Ans: It uses 'what', 'why' and 'how' questions

Question 1:

Which of the following about teacher's professional knowledge and understanding is true?

- Once reflection becomes a habit you will not need to develop your reflective skills further
- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**

Question No.2:

According to Stephen Brook, reflective practice is?

- Locates teaching within the context of the school agenda
- Empowers the teacher to appreciate the bigger picture surrounding teaching
- **a way for teaches to understand their problems**
- None of the above

Question 3:

Which of the following is NOT a 'best' practice? Pg.19

- Educates the whole child
- **Follows the text closely to ensure coverage of the curriculum**
- Students' active participation in learning

Question No.4:

What does evidence suggest as being most important for a long-term commitment to Reflective Practice? Pg294

- Reflection is more effective when conducted collaboratively
- **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
- Guidance and structure are key factors for Reflective Practitioners
- When the Reflective Practitioner knows what is best for children

Challenging environments

Question 5:

Which of the following is considered the least effective form of teacher development?

- **Certificated Courses**
- Workshops
- n-school mentoring
- Communities of Practice

Question 6:

Knowing-in-action is described by Schon as _____.

- Our knowing is ordinarily implicit in our patterns of action
- **When we cannot say what we know**
- When we go about the spontaneous, intuitive performance of the actions of everyday life
- All of the above

Question 7:

What are the major mechanisms involved in critical thinking for the reflective practitioner?

- Self-regulation
- interpretation
- **both 'a' and 'b'**
- None of the above

question 8:

Creative Thinking is not critical thinking because

- It is not logical
- It is not problem-centred
- **It is emotive**
- it is not based on 'black-and-white' thinking

DATA refers to pg.40

- The analysis of an event
- The teacher describing, analysing, thinking and acting
- **The four steps analytical process necessary for guiding reflection**

3:

What is reflective practice?

- A process to evaluate teaching
- Process leading to activity in response to any aspects of the professional role
- **Process of action to improve the professional role**
- none of these

4:

What is the impact of reflective practices on the teacher

- **It leads higher quality practice**
- It changes teacher's values and beliefs
- It leads to greater independence for the teacher
- It sustains inclusive environments

5:

Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

- Everyone always learns from experience
- **Teachers need to develop reflection and evaluation of their practice**
- teachers need to develop reflection and evaluation to support their own and others practice

6

What does 'a lack of conceptual clarity' mean?

- **The educational community has different interpretations of reflection**
- It confuses perceptions about what happens in the classroom
- It includes too many viewpoints and so becomes confusing for the individual
- does not account for students' perspectives

7

According to Brookfield, which is the most powerful lens for teachers?

- The Self Lens
- **The Student Lens**
- the peers lens, the theory lens

8

Which of the following is an example of 'warm' feedback?

- Warm feedback extends thinking and raises concerns about teaching
- Warm feedback consists of supportive, appreciative statements
- Warm feedback raises questions
- none

9

Which of the following is not reflection in a professional setting?

- Deliberate
- Theory-focused
- Object-led
- Purposeful

10

The 'critical lenses' refer to

- The perspectives that a teacher uses to generate different viewpoints
- The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice
- A set of different viewpoints
- None

2:

Reflection-on-action can be described as _____

- Thinking about what to do
- A reconstructive mental review
- Problem resolution
- Weighing the pros and cons of alternatives

3:

Which of the following is NOT a principle of Reflective Practice? Pg.8

Select correct option:

- It is problem-oriented
- It is based on action research
- It is data-driven
- It is research-led

6:

Critical thinking is _____.

Select correct option:

- A biological process
- A psychological and cognitive process
- A communication process
- All of the above

7:

What are three levels of reflection?

Select correct option:

- Technical, empirical and practical
- Technical, practical and critical
- Rational, technical and critical
- Rational, practical and critical

8

What is question/ analysis in the reflective cycle?

Select correct option:

- Taking on the role of researcher
- Using quantitative data to make decisions
- Describing a situation
- Asking many questions

1:

Interpretation is the skills of _____.

Select correct option:

- Understanding and transmitting
- Cognition and communication
- Thinking and talking
- Receiving and sending information

2

Critical Reflection involves which of the following?

Select correct option:

- Analysing and c
- **Analysing and evaluating**
- Reasoning and evaluating
- Conceptualising and describing

2:

Which of the following is NOT one of the four steps in action research?

Select correct option:

Action Research is...Process, Collaboration, Improvement, Practice, Communication

pg.250

3

What is part of the analytical process for the practitioner?

Select correct option:

- The identification of own assumptions
- The examination of the underlying values base
- Both 'a' and 'b'
- None of the above

4

Why reflective practice is so important?

Select correct option:

- Research highlights the importance of reflective practice for changing personal values biases
- **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- Research shows that students grades increase when they are taught by a reflective practitioner
- Research shows that reflective practitioners are more profession

5

The most significant part of the model is _____.

Select correct option:

- Learning from experience
- **Learning from reflecting**
- Learning from information
- Learning from knowledge

6

What do systematic reflexivity and epistemic reflexivity focus on?

Select correct option:

- **Beliefs, values and assumptions**
- Methods and theories
- Suppositions, theories, beliefs and assumptions
- Praxis, values, theories and beliefs

7

When we think habitually, we _____.

Select correct option:

- Dismiss reasoning
- Have a fixed focus which distracts attention
- **Ignore data**
- None of the above

8

Double loop learning involves _____.

Select correct option:

- Changing personal assumptions
- **Changing personal approaches** pg.51
- Both 'a' and 'b'
- None of the above

9

What factor makes reflection seem time-consuming?

Select correct option:

- **Regular learning networks are very time-consuming**
- Lack of leadership for Reflective Practice
- Regular learning networks are very time-consuming
- Staff is too busy

1. Is not reflection in a professional setting? **Object-led**
2. Best practice approach teachers must . **Be committed to professional dialogue with other teachers**

3. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**
4. True about teacher's professional knowledge and understanding?
5. What is reflection practice? **Process of action to improve the professional role**
6. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**
7. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

1. One part of learning from reflection relies on teachers being open-minded. These characteristics include all but.....

- a) Accepting consequences of their decisions
- b) Viewing situations from multiple perspectives
- c) Searching for alternatives explanations for classroom events
- d) **Using evidence to support or evaluate a decision or position**

2. What is hyper-reflexivity?

- a) Reflecting on the components parts of changing practice
- b) **Deconstructing applications of knowledge in the classroom**
- c) Deconstructing meaning acquired from experiences in the classroom
- d) Acquiring meaning from experiences in the classroom

3. Kolb's reflective cycl

- a) Emphasises the role experience plays in learning
- b) Illustrates the developmental nature of reflection
- c) **Both 'a' and 'b'**
- d) None of the above

4. Which of the following is not a reason for reflective practice?

- a) Reflective practice helps students learn
- b) It encourages us to understand our learners and their needs
- c) It is a professional requirement
- d) **Reflective practitioner models reflective learning**

5. To operationalize a best practice approach teachers must

- a) **Be committed to professional dialogue with other teachers**
- b) Be open-minded and committed to professionalism
- c) See practice as a process of analysis
- d) Be focused on technical proficiency

6. Rapid reflection is all but

- a) **Contemplative**
- b) Immediate
- c) On-going
- d) automatic

7. Processes in participatory reflection include all of the following except

- a) Careful description
- b) Thoughtful listening
- c) Extending thinking
- d) **None of the above**

8. A critical friend can be defined as

- a) Someone who assume a directive role
- b) **A trusted person who asks provocative questions, provides data to be examined through another lens, and others critiques of a person's work as a friend**
- c) A colleague who provides solutions to problems
- d) Judges actions and behaviors as part of feedback

9. Bloom's model which guides the lowest level of reflection might use all the following except

- a) Was my explanation clear enough for the students?
- b) Was the lesson complete on time?
- c) Did I give enough time for individual activity?
- d) **What instructional strategies were used?**

10: Which of the following about teacher's professional knowledge and understanding is true?

- ✦ Once reflection becomes a habit you will not need to develop your reflective skills further
- ✦ Everyone always learns from experience
- ✦ **Teachers need to develop reflection and evaluation of their practice**
- ✦ Teachers need to develop reflection and evaluation to support them their own and other practice

11: According to Stephen Brook, reflective practice is?

- ✦ Locates teaching within the context of the school agenda
- ✦ Empowers the teacher to appreciate the bigger picture surrounding teaching
- ✦ Is a way for teachers to understand their problems
- ✦ **None of the above**

12: Which of the following is NOT a 'best' practice?

- a) Educates the whole child
- b) **Follows the text closely to ensure coverage of the curriculum**
- c) Students' active participation in learning
- d) Challenging environments

13: What does evidence suggest as being most important for a long-term commitment to Reflective Practice?

- ✦ Reflection is more effective when conducted collaboratively
- ✦ Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching
- ✦ **Guidance and structure are key factors for Reflective Practitioners**
- ✦ When the Reflective Practitioner knows what is best for children Challenging environments

14: Which of the following is considered the least effective form of teacher development?

- ✦ **Certificated Courses**
- ✦ Workshops
- ✦ in-school mentoring
- ✦ Communities of Practice

15: Knowing-in-action is described by Schon as _____.

- ✦ Our knowing is ordinarily implicit in our patterns of action
- ✦ When we cannot say what we know
- ✦ **When we go about the spontaneous, intuitive performance of the actions of everyday life**
- ✦ All of the above

16: What are the major mechanisms involved in critical thinking for the reflective practitioner?

- ✦ Self-regulation • interpretation
- ✦ **both 'a' and 'b'**
- ✦ None of the above

17: Creative Thinking is not critical thinking because

It is not logical
It is not problem-centred

- ✦ **It is emotive**
- ✦ it is not based on 'black-and-white' thinking

18: in a school, a critical friend can be all of the following except

- a) A teacher
- b) A retired principal
- c) A new teacher who started working in the school shortly after you
- d) **A friend from another school**

20: Personal attributes of critical thinkers include

- a) Honesty about emotions
- b) Evaluative disposition borne from open-mindedness
- c) Personal awareness especially relating to personal bias
- d) **All of the above**

22: DATA refers to

- ✦ The analysis of an event
- ✦ A cycle of learning
- ✦ The teacher describing, analysing, thinking and acting
- ✦ **The four steps analytical process necessary for guiding reflection**

23: What is reflective practice?

- ✦ A process to evaluate teaching
- ✦ Process leading to activity in response to any aspects of the professional role
- ✦ **Process of action to improve the professional role**
- ✦ none of these

24: What is the impact of reflective practices on the teacher

- ✦ **It leads higher quality practice**
- ✦ It changes teacher's values and beliefs

- ✦ It leads to greater independence for the teacher
- ✦ It sustains inclusive environments

25: Which of the following about teacher's teacher's professional knowledge and understanding is true?

Once reflection becomes a habit you will not need to develop your reflective skills further

Once reflection becomes a habit you will not need to develop your reflective skills further

Everyone always learns from experience

Teachers need to develop reflection and evaluation of their practice teachers need to develop reflection and evaluation to support their own and others practice

26 What does 'a lack of conceptual clarity' mean?

- ✦ The educational community has different interpretations of reflection
- ✦ It confuses perceptions about what happens in the classroom
- ✦ **It includes too many viewpoints and so becomes confusing for the individual**
- ✦ does not account for students' perspectives

27 According to Brookfield, which is the most powerful lens for teachers?

- ✦ **The Self Lens**
- ✦ The Student Lens
- ✦ the peers lens, the theory lens

28 Which of the following is an example of 'warm' feedback?

- ✦ Warm feedback extends thinking and raises concerns about teaching
- ✦ **Warm feedback consists of supportive, appreciative statements**
- ✦ Warm feedback raises questions
- ✦ None of the above

29 Within a critical thinking framework, 'reasoning' is conducted from

- a) A logical framework
- b) An objective perspective
- c) **Both 'a' and 'b'**
- d) None of the above

30: Which of the following not a component of the process involved in reflective practice a) E diss

- b) Subject knowledge**
- c) Interpersonal relationship
- d) Personality values

31 Which of the following is not reflection in a professional setting?

- ✦ Deliberate
- ✦ Theory-focused
- ✦ **Object-led**
- ✦ Purposeful

32 The 'critical lenses' refer to

- ✦ The perspectives that a teacher uses to generate different viewpoints
- ✦ **The focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
- ✦ A set of different viewpoints
- ✦ None

34: Reflection-on-action can be described as _____ Thinking about what to do

A reconstructive mental review

Problem resolution

Weighing the pros and cons of alternatives

35: Which of the following is NOT a principle of Reflective Practice?

Select correct option:

- ✦ It is problem-oriented
- ✦ It is based on action research
- ✦ **It is data-driven**
- ✦ It is research-led

37: Re-theorising is the means by which Reflective Practitioners ____.

Select correct option:

- ✦ Critically examine practice
- ✦ Critically examine theories
- ✦ **Critically examine practice and theories in the light of theories**
- ✦ Critically examine data and research in the light of theories

38: Critical thinking is ____. **All of the above**

39: What are three levels of reflection? **Technical, practical and critical**

40 What is question/ analysis in the reflective cycle? **Asking many questions**

41: Interpretation is the skills of ____. **Cognition and communication**

4 Critical Reflection involves which of the following? **Analysing and evaluating**

- 4 : According to Schon, reflection-in-action and reflection-on-action are the mechanisms reflective practitioners use that permit them to..... **Both 'a' and 'b'**
- 45: What is part of the analytical process for the practitioner? **Both 'a' and 'b'**
- 46: Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**
- 47: The most significant part of the model is _____. **Learning from experience**
- 48: What do systematic reflexivity and epistemic reflexivity focus on? **Suppositions, theories, beliefs and assumptions**
- 49: When we think habitually, we _____. **Ignore data**
- 50: Double loop learning involves _____. **Both 'a' and 'b'**
- 51: What factor makes reflection seem time-consuming? **Staff is too busy**
- 52: Which of the following best describes the benefits of reflective practice? **It determines what counts as knowledge**
- 53: What does the idea of reflective practice dismiss? **Fixed perception of the nature of the learning**
- 54: To operationalize a best practice approach teachers must **Be committed to professional dialogue with other teachers**
55. Looking in is the part of the reflective process which **Occurs as a precondition for reflection**
- 56: Which of the following Best describes a 'regular learning network'? **A place for teachers to come together and discuss matters of concern**
- 57: According to Moon. What are the key aspects of reflective practice? **All of the above**
- 58: The Reflective Practitioner must _____. **Both 'a' and 'b'**
- 59: Reflection is NOT _____. **A simple 'tick box' activity**
- 60 :Deductive learning is _____. **From general to specific**
- 61: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 62: Reflective writing focuses _____. **Specific details within an experience**
- 63:The Reflective Practitioner is concerned with _____. **Both 'a' and 'b'**
- 64:Working inductively means to _____. **Identify a goal and explore strategies to achieve it**
- 65: By having an open-minded attitude, the Reflective Practitioner is _____. **Adaptable to changing conditions**
- 66: Reflection can be negatively influenced by _____. **Both 'a' and 'b'**
- 67: The Professional Development Journal is _____. **A subjective dialogue**
- 68: We understand frames through the use of _____. **Metaphors to communicate logic**
- 69: The Reflective Practitioner has adapted _____. **Both 'a' and 'b'**
- 70: The study of parts of the community fall in _____. **Knowledge**
- 71: Concept-based learning means the Reflective Practitioner _____. **Works with deeper levels of conceptual understanding**
- 72: Being committed to the profession means _____. **Being responsible for continuing professional development**
- 73: Concepts determine _____. **The frames for perception**
- 74: A Reflective Practitioner is able to _____. **Question assumptions and values**
- 76:We develop theories-in-use as Reflective Practitioners to _____. **Understand theories as we apply them**
- 77: Effective writing in a Professional Development Journal _____. **Both 'a' and 'b'**
- 78: Exploring practice using inductive action planning requires _____. **Both 'a' and 'b'**
- 79: An effective action plan is _____. **All of the above**
- 80: Professional knowledge relates to _____. **All of the above**
- 81: A reflective action plan provides the Reflective Practitioner with _____. **Targets, planning, evaluation**
- 82: Reflective writing _____. **Links theory to practice**
- 83: Benjamin Bloom major work in is.... **Cognitive**
- 84: We can make theory-in-use visible by.... **Construction someone's theory-in-use from observations of behavior**
- 85: A 'problem statement' **Is not too specific**
- 86: Professional knowledge relates to **All of the above**
- 88: The reflective practitioner uses 3-dimensional instruction to **all of the above**
- 89: critically reflective teaching is **all of the above**

FINAL TERM

1. A Mnemonic is a _____ **learning technique**
 2. The most important feature of becoming a reflective practitioner is the focus on _____ **why to learn**
 3. Force the reflective practitioner to consider data and information over time to see that information is consistent , relates to _____ **questions of consistency**
 4. An objective is a clearly defined target that has the following characteristics **SMART specific, measurable, achievable, realistic, timed**
 5. The reflective practitioner needs to engage with one key understanding that is **professionalism.**
 6. The lowest level of cognitive domain in Bloom's Taxonomy is **knowledge**
 7. The question that reflective practitioner can ask at this _____ **Eliciting** _____ of Socratic method is What do you already think at this point.
 8. SMARTER stands for _____ **specific, measurable, realistic, timed, energizing and relevant** _____
 9. The pastoral role of teacher is intended to provide students **care and attention**
 10. The most significant factors that affect work based learning are **accreditation and assessment**
-
1. Which of the following about teacher's professional knowledge and understanding is true? **Teachers need to develop reflection and evaluation of their practice**
 2. According to Stephen Brook, reflective practice is? **a way for teaches to understand their problems**
 3. Which of the following is NOT a 'best' practice? **Follows the text closely to ensure coverage of the curriculum**
 4. What does evidence suggest as being most important for a long-term commitment to Reflective Practice? **Collaborating with colleagues encourages the Reflective Practitioner to focus on what values inform his/her teaching**
 5. Which of the following is considered the least effective form of teacher development? **Certificated Courses**
 6. Knowing-in-action is described by Schon as **When we cannot say what we know**
 7. What are the major mechanisms involved in critical thinking for the reflective practitioner?
 - a. Self-regulation
 - b. interpretation
 - c. **both 'a' and 'b'**
 8. Creative Thinking is not critical thinking because **It is emotive**
 9. 'Looking out' **is a combination of A range of viewpoints about experiences**

10. Which of the following assumptions does NOT underlie action research? **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
11. DATA refers to **the four steps analytical process necessary for guiding reflection**
12. What is reflective practice? **Process of action to improve the professional role**
13. What is the impact of reflective practices on the teacher **It leads higher quality practice**
14. Which of the following about teacher's teacher's professional knowledge and understanding is true?
15. Once reflection becomes a habit you will not need to develop your reflective skills further **Teachers need to develop reflection and evaluation of their practice**
16. What does 'a lack of conceptual clarity' mean? **The educational community has different interpretations of reflection**
17. According to Brookfield, which is the most powerful lens for teachers? **The Student Lens**
18. Which of the following is an example of 'warm' feedback? **Warm feedback consists of supportive, appreciative statements**
19. Which of the following is not reflection in a professional setting? **Object-led**
20. The 'critical lenses' refer to **the focus given to the Reflective Practitioner by taking the different viewpoints necessary to reflect on practice**
21. Reflection-on-action can **be described as Thinking about what to do**
22. Which of the following is NOT a principle of Reflective Practice?
- It is problem-oriented
 - It is based on action research
 - It is data-driven
 - It is research-led
 - None**
23. Which of the following is NOT one of the four steps in action research?
- Identifying the research problem
 - Developing a professional measurement instrument**
 - Obtaining the necessary information to answer the question
 - Developing a plan of action
24. Re-theorising is the means by which **Reflective Practitioners critically examine practice and theories in the light of theories**
25. Critical thinking is _____.
- A biological process
 - A psychological and cognitive process
 - A communication process

d. **All of the above**

26. What are three levels of reflection? **Technical, practical and critical**

27. What is question/ analysis in the reflective cycle? **Taking on the role of researcher**

28. Interpretation is the skills of **Understanding and transmitting**

29. Critical Reflection involves which of the following? **Analyzing and evaluating**

30. Action Research is...**Process, Collaboration, Improvement, Practice, Communication**

31. What is part of the analytical process for the practitioner?

- a. The identification of own assumptions
- b. The examination of the underlying values base
- c. Both 'a' and 'b'
- d. None of the above

32. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning**

33. The most significant part of the model is **Learning from reflecting**

34. What do systematic reflexivity and epistemic reflexivity focus on? **Beliefs, values and assumptions**

35. When we think habitually, **we ignore data**

36. Double loop learning involves **Changing personal approaches**

37. What factor makes reflection seem time-consuming? **Regular learning networks are very time-consuming**

38. Is not reflection in a professional setting? **Object-led**

39. Best practice approach teachers must. **Be committed to professional dialogue with other teachers**

40. Critical reflection facilitates_____ learning. Fosters **transformational** learning

41. Why reflective practice is so important? **Research shows that reflective practice is essential for developing our understanding about teaching and learning.**

42. True about teacher's professional knowledge and understanding?

43. What is reflection practice? **Process of action to improve the professional role**

44. Best describes a regular learning network. **A learning "hub" which challenge practice and policy**

45. According to Moon. What are the key aspects of reflective practice? **Reflection is a form of mental processing**

46. The Reflective Practitioner must _____.

- a. Manage workloads as part of their role in planning and leading the profession

- b. Ensure a suitable work-life balance
- c. Both 'a' and 'b'
- d. **None of the above**

47. Reflection is NOT _____.

- a. **A simple 'tick box' activity**
- b. A routine activity for a teacher

48. Deductive learning is From general to specific

49. The Reflective Practitioner has adapted _____.

- a. Ways of knowing
- b. Patterns of reasoning
- c. **Both 'a' and 'b'**

50. Reflective writing focuses **On all aspects of an experience**

51. The most important feature of becoming a reflective practitioner is the focus on **how to learn.**

52. An objective is a clearly defined target that has the following characteristics **specific and measureable.**

53. Questions of Assumption- force the reflective practitioner **to understand and reflect on information.**

54. Socratic Method is about **questioning.**

55. The most significant are that affect work based learning **accreditation and assessment.**

56. The Reflective Practitioner is concerned with **Using a wider range of pedagogies as a means to realize excellence in teaching**

58. Working inductively means to **identify a goal and explore strategies to achieve it**

59. By having an open-minded attitude, the Reflective **Practitioner is more reflective**

60. Reflection can be **negatively influenced by A lack of objectivity**

61. The Professional **Development Journal is A subjective dialogue**

62. We understand **frames through the use of Metaphors to communicate logic**

63. The Reflective **Practitioner has adapted Ways of knowing**

64. The study of parts of the **community fall in Knowledge**

65. Concept-based learning means **the Reflective Practitioner Works with deeper levels of conceptual understanding**

66. Being committed **to the profession means being responsible for continuing professional development**

67. Concepts determine **the frames for perception**

68. A Reflective Practitioner is able to **Think 'outside the box'**

69. We develop theories-in-use as Reflective Practitioners **to Explain situations**

70. Effective writing in a Professional Development Journal **May include diagrams and drawings**
71. Exploring practice using inductive action planning requires **Clearly identified evidence sources**
72. An effective action plan is **Precise**
73. Professional knowledge relates to **Communication skills**
74. A reflective action plan provides the Reflective Practitioner with **Targets, planning, evaluation**
75. Reflective writing _____ **Links theory to practice**
76. Our assumption can _____ **be Perceptual.**
77. A product for a teacher might include. _____ **All of above**
78. A paradigm shift is. _____ **Brings a new set of concepts**
79. Reframing for new learning is. _____ **Focused on inventing new strategies**
80. Concept formation involves. _____ **Perception, abstraction, generalization**
81. The highest level of Bloom taxonomy is. _____ **Evaluation**
82. Using a reflective action plan is valuable. _____ **To set targeted action points**
83. The Professional development Journal supports the RP to. **Reflect on experiences**
84. Inductive learning is. _____ **None of the above**
85. SOAR stands for _____ **strengths, opportunities, aspirations and results**
86. Which of the following are not the similarities between AI and critical Inquiry? **Rationality and reason**
87. Appreciative inquiry (AI) is **the study and exploration of what gives life to human system when they function at their best**
88. How many principles of AI **5**
89. Social skill in Gibb's model include **Accepting responsibility**
90. AI cycle consists of **4** elements
91. Which of the following are the internal barriers of Boud's model? **Previous negative experiences**
92. Which of the following is not the component of Dewey's inquiry cycle **implement**
93. How many stages of Boud's triangular representation of reflective learning **three**
94. All the following are correct with reference to class room management EXCEPT: **promoting a culturally biased** classroom

95. Within the domain there areproficiencies that the reflective practitioner can focus on _____ **3**
96. Force the reflective practitioner to consider data and information over time to see that information is consistent, relates to _____ **Questions of consistency**
97. Teacher competence framework has **4** components
98. Change can also be **evaluative** i.e. how we go about and think about our work and even the outcomes can also be looked at from a change perspective
99. **Interpersonal** learning through feeling, values and attitudes
100. Can you form a new proposition given what you have just learned? This question is related to the stage **decide**
101. The teacher competency model enables teachers to develop their **identity**
102. According to **critical philosophy perspective** teaching practice is viewed as a form of social life in which different forms of domination
103. The teacher also must possess interpersonal skill that foster **peer collaboration**
104. There are **9** characteristics of high performing schools.
105. Professional identity is **a more or less conscious apprehension of what constitutes good and professional teaching and learning** The symptoms of **conscious of their interaction**
106. The lowest level of cognitive domain in Bloom's Taxonomy is **knowledge**
107. The benefits of utilizing (MI) theory are **it generates a broad survey of experiences across levels and disciplines**
108. Change can also be **Evaluative** i.e. how we go about and think about work and even the outcomes can also be looked at from a change perspective
109. **Ripple model** can be used by the reflective practitioner to consider how to consider how their teaching addresses certain questions
110. SMARTER stands for **specific, measurable, restrict, timed, energizing and relevant**
111. Which of the following is not the component of Dewey's inquiry cycle **implement.**
112. Boud's formulated the model in **1985**.
113. How many stages of Boud's Triangular Representation of Reflective Learning **three.**
114. In his 1933 work, "How We Think", Dewey distinguishes between **four** different modes of thinking.
115. How many phases of reflection are? **Six**
116. Gibbs reflective cycle has **six** stages.
117. How many Principles of AI? **Five**
118. The Objects of Action Research Enquiry Are

- a. Observable social activities, patterns, structures;
- b. intentions motivating those activities;
- c. shared, available interpretations of these activities;
- d. Goal & interest to document, explicate, critique, transform.
- e. **All of these**

119. Action research engages teachers in a cycle of **experience, critical reflection and action**.

120. The Reflective Practitioner is concerned with _____.

- a. Using a wider range of experiences and research to underpin the approach to teaching
- b. Using a wider range of pedagogies as a means to realize excellence in teaching
- c. **Both 'a' and 'b'**

Quiz 2 January 25, 2021

1. 'Fairness' in terms of professionalism mean _____ **supporting all students regardless of their problems**
2. How many levels does Bloom's taxonomy has _____ **three**
3. A Mnemonic is _____ **a learning technique**
4. The pastoral role of teacher is intended to provide students _____ **care and attention**
5. Socratic Method is about _____ **questioning**
6. Teacher competence framework has components _____ **4**
7. Group thinking act as a barrier to reflective practice because it _____ **creates stereotyped views**
8. The biggest challenge of work-based learning are _____ **communication gap**
9. The teacher competency model enables teachers to develop _____ **their identity**
10. Team cohesiveness is based around a number of factors of team and the way team works. FOR example _____ **All of the above**
11. Self-regulation is a process. _____ **linear one-way**
12. SMARTER goals are _____ specific, measurable, realistic, timed, energizing and relevant
13. The term team means _____ **a group of people working together**
14. Questions of Assumption- force the reflective practitioner to _____ **understand and reflect on information.**
15. Heterogeneous teams are more creative in nature because team member _____ **have more conflicts**
16. The lowest level of cognitive domain in Bloom's Taxonomy is _____ **knowledge**
17. The teacher also must possess interpersonal skill that foster _____ **peer collaboration**
18. The Norming stage in the team development is where _____ **People take on their roles efficiently**
19. How many domains of teacher identity _____.
20. How many continuums of work based learning are _____ **2**
21. The most significant factors that affect work based learning are _____ **accreditation and assessment**
22. Which one of the following is not related to work based learning _____ **Professional Failure**
23. The four steps in Socratic Method are _____
24. Effective team members are good at five C's in team composition. One of them is _____ **Communicating**
25. Within the domain there are _____ proficiencies that the reflective practitioner can focus on. _____ **3**

29th of December 2020 (MCQs-134

MID TERM GRAND QUIZ

Quiz will be based upon Multiple Choice Questions (MCQs) and covering Lecture No. 1 to 22 (Topic 01 to 132).

1. The cognitive process is characterized as essential to _____ **Higher order thinking**
2. Which one is called an example of critical thinking? _____ **Questioning**
3. The most basic level of reflection is called as _____ **Technical**
4. quadrant of jo-Hari windows represent the things that you are not aware of but are known by others _____ **Blind area**
5. The name of the Schon (1983) book is ----- **The reflective practitioner**
6. In a school a critical friend can be all of the following except _____ **A new teacher who started working in the school shortly after you**
7. Inference is defined as the ability to _____ **understand the information**
8. Reflective teachers are more likely to develop _____ learners. _____ **Reflective**
9. Being able to do something skillfully without having to consider everything closely _____ **Unconscious competence**
10. The difference between novice and expert teachers reflection practice is clearly visible in _____ **Developmental Readiness**
11. seeing teachers a reflective practitioner has rejected all mentioned notions except _____ **helps teachers to develop repertoire of strategies**
12. according to Ash and Moore new teachers are _____ **not reflect critically and constructively**
13. According to Stephen Brook, reflective practice is? _____ **Empowers the teacher to appreciate the bigger picture surrounding teaching**
14. Problem-solving, brainstorming, hypothesizing, investigating, experimenting, Socratic method, online searching are belongs to Multiple intelligence theory _____ **Logical**
15. Clarify is defined as _____ **State one point at a time**
16. Concept act as tools for coping with the world and for solving problems _____ **cognitive**
17. Within a critical thinking framework, 'reasoning' is conducted from _____ **Both 'a' and 'b'**
18. The term selective practice is derived from the work of _____ **Dewey**
19. What confuses the critical thinking and pushes thought in specific directions _____ **Emotions**
20. Comprehensive account of the situation either verbally or in writing is termed as _____ **Synthesis**
21. Reflective practice is important because it is used to _____ **Enhance the quality of the learners**
22. Reflective practice is important because it _____ **ALL of the above**
23. Which of the following assumptions does NOT underlie action research? _____ **Teachers and other education professionals can and will engage in systematic research only if they are given adequate time and additional pay**
24. In what type of instructions, teacher uses inductive teaching to draw the statement of conceptual understanding from students _____ **In 3- dimensional instructions**
25. reflective practice is a crucial way of learning and extending _____ **professional understanding**
26. Concept formation involves. _____ **Perception, abstraction, generalization**
27. Double loop learning is about _____ **changing the rules**
28. Reflection can be described as ----- **A reconstruction mental review**
29. The benefits of concept-based learning **Depend on the intellectual level of thinking of the reflective practitioner**
30. Reflective Practices does not take place in a vacuum it occurs in a _____ **social environment**
31. _____ include in personal challenges to effective reflective practice. _____ **Pride**

32. Which frames are used as a weapon to attach with other frames to convince people that our frame is a good one? _____ **Rhetorical frames**
33. The 4Ps in reframing matrix are Productive planning potential and ____ **People perspective**
34. All are the barriers to the reflective practice except. _____ **Lack of Critical thinking**
35. In reflecting writing it is important to select the most ____ part of the event only. ____ **Significant**
36. Double loop learning involves _____. _____ **All of the above**
37. A reframing matrix is a tool used because different peoples have different ____
_____ **Experience to approach problem**
38. Exploring practice using inductive action planning requires
_____ **Clearly defined and expressed success criteria**
39. Cognitive shortcuts that people use to help make sense of complex information is known as:
_____ **Concept map**
40. In which type of reflection historic, political and cultural values frame practical problems?
_____ **Critical reflection**
41. Which beliefs are behind to make the casual relation of frames? _____ **Assumptions**
42. Multiple intelligence theory benefits in _____ **Development of strategies**
43. According to Habermas, reflection requires a level of detachment and _____ **Objectivity**
44. A benefit of the greenaway model of reflection is _____ **It is cyclical**
45. A reflective practitioner is able to _____ **Question assumption and values**
46. The term reflective practice is derived from the work of _____ **Schon**
47. Criteria that is used for deciding if a situation is desirable or undesirable or if the idea is good one or a bad one is called as: _____ **Value**
48. According to a Brookfield, which is the most powerful lens for teachers? ____ **The self lens**
49. Looking in is the part of reflective process which _____ **Occur before teaching**
50. Synergistic thinking is _____ **None of the above**
51. Key feature of reflection are: _____ **All of these**
52. A reflective action plan involves being helped to: _____ **All of these**
53. What happened when the original starting point causes a dilemma that needs to addressed? _____ **Transformation**
54. The major concern for a reflective practitioner is to be aware with their
_____ **Underlying beliefs and assumptions**
55. The theorem is a formal method of speculation developed by the _____ **Greeks**
56. _____ activities are the translation of naturalistic intelligence for reflective practitioner
_____ **Categorizing, contrasting, classifying, organizing**
57. Concept-based learning means the reflective practitioner _____
_____ **Work with deeper levels of conceptual understanding**
58. A reflective practitioner in concept-based teaching and learning encourages ____
_____ **questions and investigation**
59. Lather stressed on the use of appropriate language in reflective practice to avoid: _____ **All of above**
60. Which are related to policies in use. They are used for dealing with the situation _____ **Action frames**
61. The benefits of utilizing (MI) theory in educator professional are multifold
_____ **All of the above**
62. What act as catalyst to challenging the reflective practitioner to think at more advance levels _____ **Conceptual learning**
63. vehicles for explanation, prediction or control are called as _____ **Theories**
64. Which of the following is NOT one of the four steps in action research _____
_____ **Developing a professional measurement instrument**
65. dimensional instruction includes _____ **reforming concepts to improve the level of learning across multiple contexts**

66. making sound judgments in work related situation is an attribute of..... competence **Ethical**
67. Unreflective thinker is: _____ **Unaware of the determining role of thinking**
68. Critical reflection facilitates _____ learning _____ **transformational**
69. 'Looking out' is a combination of _____ **A range of viewpoints about experiences**
70. A limitation of self reflection are _____ **The difference between perception and reality**
71. Reflective practice has been embraced by teachers, researchers , teacher and educator since last: _____ **two decades**
72. Reflection is the ability to reflect on questions ___to improve practice._ **What, why and how**
73. Conceptual innovation is _____. _____ **Like re-framing**
74. Epistemic stances _____ **Changes with the experiences**
75. What does not constitute professionalism? _____ **Reflection**
76. Having subject specialist knowledge is called _____ **Professionalism**
77. Emancipatory phase of critical reflective enquiry helps to _____ in the class. _____ **Encourage different ways of thinking**
78. In 5-step model of critical thinking, the first step is: _____ **Determining goals/objectives**
79. Single loop learning has _____ strategies. _____ **Rigid**
80. One principle of reflection in the Roth Model is that _____. _____ **It uses 'what', 'why' and 'how' questions**
81. Teachers mostly don't take _____ what they did in class. _____ **Action**
82. Professional competencies may be developed by: _____ **understanding and knowledge of social and policy contexts for education**
83. What does 'a lack of conceptual clarity' mean? _____ **the educational community has different interpretations of reflection**
84. Reflective practitioner has two levels. The names of these two levels are: _____ **action level and cognitive level**
85. A taxonomy provides a structured framework to a reflective practitioner to move from _____ **Absolute knowing to Contextual knowing**
86. Principles of developing competence among reflective practitioners include _____ **assume roles beyond the classroom**
87. In reflective practice the major focus of teacher must not on "why things are happening "but on: _____ **what has happened?**
88. What is reflective practice _____ **Process of action to improve the professional role**
89. Synergistic thinking is a combination of following thinking levels: _____ **factual and conceptual thinking**
90. Reframing of beliefs is a four-step process. The order of determination of these beliefs is: _____ **core belief -supporting beliefs -opposites of supporting belief -reframed core belief**
91. According to Sandwell's view, giving emphasis on only individual reflection leads to: _____ **ignoring accounts of other within the community within which reflection occurs**
92. Reflective writing focuses on _____. _____ **Interpretation**
93. Teacher reflect upon the larger context of education particularly with ethical and moral issues is an attribute of _____ **reflection.**
94. What is the trickiest pedagogic task according to Stephan Brookfield? _____ **Getting inside student's heads**
95. Re-theorising is the means by which Reflective Practitioners _____ **Critically examine practice and theories in the light of theories**
96. The reflection which focuses on the investigating questions and clarifying the assumptions behind teaching activities is called as _____ **Practical**
97. Which model encourages the teachers to think about a given situation and establish and action plan for dealing _____ **Gibbs reflective cycle**
98. To increase our understanding, we need to _____ **respect evidence and reason**

99. According to Schon reflection in action and reflection on action all the mechanism reflective practitioners use that permit them to _____ **continually develop and learn from their experience or meet organizational and national standards**
100. Critical reflection involves which of the following _____ **Analysing and evaluating**
101. All the practices of formal instruction expect _____ **it develops its own assumptions**
102. In which type of reflection historic political and critical values frame practical problems _____ **critical reflection**
103. Which of the following is not a reason for reflective practice? _____ **Reflective practitioner models reflective learning**
104. The competence model is about _____ **how the teacher moves through different levels of awareness**
105. What does evidence suggest as being most important for a long-term commitment to Reflective Practice _____ **Guidance and structure are key factors for Reflective Practitioners**
106. All are the stages of epistemic stances except: _____ **Situational knowing**
107. Reflective writing does all of the following expect: _____ **create ideas**
108. Learning from reflection can also be known as _____ **Professional development-based learning**
109. Our assumption can be _____ **Perceptual.**
110. Who discuss the cultural and personal risks involved in reflective practice _____ **Brookfield**
111. The Jo-Hari windows has quadrants _____ **4**
112. What help student to build trust and promote positive learning environment in class _____ **teaching becomes responsive to student feedback**
113. Theories –in-use- means: _____ **For exploring and developing ideas**
114. The theorem is a formal method of speculation developed by the _____. _____ **Greeks**
115. Applying a new strategy to achieve an outcome and having a wider perspective is the attribute of: _____ **Double Loop learning**
116. Who proposes a framework based on different kinds of critical thinking. _____ **Halpern**
117. We understand frames through the use of _____. _____ **Metaphors to communicate logic**
118. Re-Thinking mean: _____ **What is already known?**
119. A reflective practitioner uses a range of reflective models in the class because _____
120. Self-regulation is _____. _____ **A metacognitive process**
121. The Constant striving for self-improvement of a reflective practitioner may leads to _____ **Self-disapproval**
122. Reflective practitioner does NOT believe in: _____ **One single truth/ one right way**
123. _____ activities are the translation of musical intelligence for reflective practitioner _____ **Listening, patterning, mirroring, repeating**
124. Benjamin Bloom major work in is _____. _____ **Cognitive**
125. Which is the highest level of reflection from the following types? _____ **Critical**
126. A reflective practitioner plans his/her teaching through practical activities to develop knowledge and skills so that students can learn inductively and deductively in _____ **3-dimensional instruction**
127. A common strand of reflecting-in-action and reflecting-on-practice is _____. _____
128. Critical analysis for a reflective practitioner is a process to _____
129. Connecting with feelings in relation to applications of theory
130. The concept of frames has been developed as a tool for _____.
131. Theory- in-use can be constructed from:
132. The 'critical lenses' refer to _____.
133. Being open-minded means the Reflective Practitioner is _____.
134. One of the Principles of reflective practice is based on _____ research.
- 135.