



# EDU406

**Final-Term (Solved)**

## ABSTRACT

*This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.*

## Maha Malik

Critical Thinking and reflective Practice

**Q. What are the six phases of Dewey's model of reflective practice?**

- ❖ An experience
- ❖ Spontaneous interpretation of the experience
- ❖ Naming the issue
- ❖ Generating possible explanations
- ❖ Constructing the explanations
- ❖ Experimenting

**Q. What is John Dewey's theory of reflection?**

Dewey saw reflection as a process of rational, logical, and analytical thinking. He emphasized that reflection should lead to meaningful outcomes and active engagement with experiences to drive change in teaching and learning.

**Q. What is the modern version of Dewey's model of reflection?**

The modern interpretation views reflection as a cyclical inquiry process. The five stages are:

- ❖ Ask
- ❖ Investigate
- ❖ Create
- ❖ Discuss
- ❖ Reflect.

**Q. What are the key phases of Gibbs' Reflective Cycle?**

- ❖ Description
- ❖ Feelings
- ❖ Evaluation
- ❖ Analysis
- ❖ Conclusion
- ❖ Action Plan.

**Q. What are the three components of Boud's model of reflective practice?**

- ❖ Experience
- ❖ Reflection
- ❖ Learning.

**Q. What is Johns' model of reflective practice?**

Johns' model is a structured reflection framework that focuses on analyzing experiences deeply through guided questions. It involves exploring personal beliefs, emotions, and knowledge to improve practice.

**Q. What are the steps in the reflective practitioner model?**

- ❖ Identifying an issue
- ❖ Observing and clarifying understanding
- ❖ Developing a hypothesis
- ❖ Experimenting and testing hypotheses
- ❖ Evaluating and refining practices.

**Q. How can teachers improve reflective teaching practices in the classroom?**

- ❖ By being open-minded
- ❖ Seeking feedback
- ❖ Experimenting with new strategies
- ❖ Engaging in peer discussions
- ❖ Documenting reflections and adjusting practices accordingly.

**Q. What is the process of peer observation in reflective practice?**

- ❖ Teachers observe each other's lessons
- ❖ Provide constructive feedback
- ❖ Engage in discussions about strengths and areas for improvement
- ❖ Implement suggested changes in practice.

**Q. What is the difference between routine action and reflective action?**

Routine action follows established norms and habits without questioning, while reflective action involves critical thinking, analyzing teaching experiences, and adapting practices based on reflection.

**Q. What are the benefits of reflective practice for teachers?**

- ❖ Improves teaching strategies
- ❖ Enhances student learning outcomes
- ❖ Promotes professional growth
- ❖ Helps identify and solve classroom challenges.

**Q. Why is constant comparison necessary in reflective practice?**

It helps teachers refine their methods by comparing different teaching experiences and approaches to determine what works best.

**Q. What are the key features of becoming a reflective practitioner?**

- ❖ Being open to feedback
- ❖ Engaging in self-assessment
- ❖ Developing critical thinking skills
- ❖ Continuously improving teaching methods.

**Q. What is the teacher's role as a reflective practitioner in the classroom?**

- ❖ Encouraging critical thinking
- ❖ Continuously evaluating and improving teaching methods
- ❖ Supporting students' individual learning needs
- ❖ Adapting lessons based on reflective insights.

**Q. What are the necessary qualities of a reflective practitioner?**

- ❖ Open-mindedness
- ❖ Patience
- ❖ Willingness to take risks
- ❖ Ability to accept feedback constructively.

**Q. What are the benefits of self-regulated learning for teachers?**

- ❖ Enhances autonomy in professional development
- ❖ Helps teachers set and achieve learning goals
- ❖ Encourages lifelong learning and adaptability.

**Q. What are the three principles of supervision?**

- ❖ Guidance and support
- ❖ Constructive feedback
- ❖ Professional development opportunities.

**Q. What are the types of supervision?**

- ❖ Directive supervision
- ❖ Collaborative supervision

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Final-Term (Solved)**

- ❖ Non-directive supervision.

**Q. What is peer supervision and how does it contribute to professional growth?**

Peer supervision involves teachers observing and providing feedback to one another. It fosters collaborative learning, enhances teaching skills, and promotes a culture of continuous improvement.

**Q. What are the qualities of an effective mentor?**

- ❖ Good communication skills
- ❖ Empathy and understanding
- ❖ Ability to provide constructive feedback
- ❖ Commitment to professional development.

**Q. What is professional development planning for teachers?**

A structured plan to enhance teaching skills and knowledge through workshops, training sessions, and reflective practices.

**Q. What is the teacher growth model?**

A framework for continuous professional development that includes self-assessment, peer feedback, training, and reflection to improve teaching practices.

**Q. What is the nature and purpose of the professional role of a teacher?**

- ❖ To facilitate student learning
- ❖ To adapt teaching methods based on student needs
- ❖ To promote critical thinking and problem-solving skills
- ❖ To engage in lifelong learning and professional development.

**Q. What are the key features of teacher professional development?**

- ❖ Learner-centered approaches
- ❖ Self-directed learning
- ❖ Experiential processes
- ❖ Evidence-based assessment
- ❖ Continuous professional growth.

**Q. What is Kolb's theory of experiential learning?**

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Final-Term (Solved)**

Kolb's model consists of four stages:

- ❖ Concrete Experience
- ❖ Reflective Observation
- ❖ Abstract Conceptualization
- ❖ Active Experimentation.

**Q. What are three examples of kinesthetic learning?**

- ❖ Learning through physical activities
- ❖ Hands-on experiments
- ❖ Role-playing or simulations.

**Q. What are the characteristics of situated learning for reflective practice?**

- ❖ Learning happens in real-world contexts
- ❖ It is an active, social process
- ❖ Knowledge is developed through practical engagement
- ❖ Involves mentoring and coaching.

**Q. What are the seven dimensions that characterize a school as a learning organization?**

- ❖ Clear and shared focus
- ❖ High standards and expectations
- ❖ Collaboration and communication
- ❖ Alignment with strategic standards
- ❖ Monitoring of learning and teaching
- ❖ Focused professional development
- ❖ A supportive learning environment.

**Q. What is the role of a teacher in modern learning as a reflective practitioner?**

- ❖ Facilitating student-centered learning
- ❖ Encouraging inquiry and critical thinking
- ❖ Continuously adapting teaching methods
- ❖ Engaging in self-reflection and professional growth.

**Q. What is the Socratic Method and how does it help teachers develop critical thinking?**

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Final-Term (Solved)**

- ❖ It involves systematic questioning to explore concepts and challenge assumptions
- ❖ Encourages deeper reasoning and logical analysis
- ❖ Helps teachers develop independent thinking.

**Q. How does Socrates' method help in developing students' critical thinking skills?**

- ❖ Encourages students to question their assumptions
- ❖ Promotes analytical thinking
- ❖ Helps students develop well-reasoned arguments.

**Q. What is apprenticeship inquiry in education?**

- ❖ A model where learning occurs through direct experience under expert guidance
- ❖ Promotes situated learning and real-world application.

**Q. How does action research support reflective practice?**

- ❖ Helps teachers systematically analyze and improve their teaching methods
- ❖ Encourages evidence-based decision-making
- ❖ Leads to continuous professional growth.

**Q. What are the three purposes of action research?**

- ❖ Improving teaching strategies
- ❖ Enhancing student learning outcomes
- ❖ Contributing to professional knowledge.

**Q. What are the benefits of action research for reflective practitioners?**

- ❖ Supports data-driven decision-making
- ❖ Encourages collaboration among educators
- ❖ Helps refine teaching methods through experimentation.

**Q. What are the observable characteristics of effective teaching?**

- ❖ Clear and structured lesson planning
- ❖ Active student engagement
- ❖ Effective use of questioning and assessment strategies.

**Q. Why is effective communication important for teachers in the classroom?**

- ❖ Enhances student understanding
- ❖ Builds positive relationships
- ❖ Encourages active participation.

**Q. What is the importance of taking in the problem as a reflective practitioner?**

- ❖ Helps in identifying challenges in teaching
- ❖ Promotes critical thinking for problem-solving
- ❖ Encourages adaptability in teaching methods.

**Q. Why is ethical practice fundamental in action research?**

- ❖ Ensures integrity in data collection and analysis
- ❖ Protects participant confidentiality
- ❖ Maintains academic honesty.

**Q. What are the stages of team development?**

- ❖ Forming
- ❖ Storming
- ❖ Norming
- ❖ Performing.

**Q. What are the five dysfunctions of a team in Lencioni's pyramid model?**

- ❖ Absence of trust
- ❖ Fear of conflict
- ❖ Lack of commitment
- ❖ Avoidance of accountability
- ❖ Inattention to results.

**Q. What is the purpose of experimentation in educational practice?**

- ❖ Helps refine teaching methods
- ❖ Encourages innovation in learning
- ❖ Improves student engagement.

**Q. What is the importance of a lesson plan in teaching and learning?**

- ❖ Provides a clear structure for lessons

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Final-Term (Solved)**

- ❖ Ensures effective time management
- ❖ Helps align teaching with learning objectives.

**Q. What is a community of practice in schools and why is it important?**

- ❖ A group of educators collaborating to improve teaching and learning
- ❖ Encourages shared professional development
- ❖ Enhances reflective practice.

**Q. What are the core components of a community of practice?**

- ❖ Shared domain of interest
- ❖ Community engagement
- ❖ Practice-based learning.

**Q. What are the benefits of a community of practice in classrooms?**

- ❖ Enhances teacher collaboration
- ❖ Fosters a culture of continuous learning
- ❖ Encourages the exchange of best practices.

**Q. What is the significance of knowledge transformation in the SECI cycle?**

The SECI cycle, developed by Hirotaka and Takeuchi, describes the transformation of tacit knowledge into explicit knowledge and vice versa. It consists of four phases:

- ❖ Socialization (sharing tacit knowledge)
- ❖ Externalization (converting tacit knowledge to explicit)
- ❖ Combination (organizing explicit knowledge)
- ❖ Internalization (converting explicit knowledge back to tacit)

This cycle ensures continuous knowledge creation and professional development.

**Q. What are the three properties of intelligence according to researchers?**

Intelligence is:

- ❖  Multi-dimensional (involves various cognitive abilities)
- ❖  Context-dependent (influenced by environmental factors)
- ❖  Dynamic (evolves over time with experience).

**Q. What is tacit knowledge?**

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Final-Term (Solved)**

Tacit knowledge is personal, experience-based knowledge that is difficult to articulate or codify. It is gained through practice and social interactions.

**Q. What is contextualized reflection?**

Contextualized reflection integrates experiences within a broader context, considering values, assumptions, and situational factors.

**Q. What are the differences between homogeneous and heterogeneous teams?**

| <b>Homogeneous teams:</b>  | <b>Heterogeneous teams:</b>  |
|--|--|
| <ul style="list-style-type: none"><li>❖ Higher satisfaction</li><li>❖ Less conflict</li><li>❖ Faster development</li><li>❖ Better for simple tasks</li></ul> | <ul style="list-style-type: none"><li>❖ More conflict</li><li>❖ Slower development</li><li>❖ More creativity</li><li>❖ Better for complex problem-solving.</li></ul> |

**Q. What is higher-order thinking and why is it important?**

Higher-order thinking involves skills such as analysis, evaluation, and creation. It is crucial for developing problem-solving abilities and critical thinking.

**Q. What is the moral-ethical dimension in reflective practice?**

It involves evaluating teaching decisions based on ethical considerations, fairness, and the well-being of students.

**Q. What are three premises that should be in a good teacher?**

- ❖ Commitment to lifelong learning
- ❖ Adaptability to diverse student needs
- ❖ Ethical responsibility in teaching.

**Q. What are the key outcomes of work-based learning?**

- ❖ Practical skill development
- ❖ Increased employability
- ❖ Integration of theory with real-world practice.

**Q. What are the guidelines for conducting a pre-observation conference?**

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Final-Term (Solved)**

- ❖ Establish clear objectives
- ❖ Discuss expectations and concerns
- ❖ Plan focus areas for observation.

**Q. What is the importance of good communication in teacher assessment?**

- ❖ Ensures clarity in expectations
- ❖ Provides constructive feedback
- ❖ Strengthens teacher-student relationships.

**Q. What are the weaknesses or disadvantages of peer observation?**

- ❖ Potential for bias
- ❖ Resistance to feedback
- ❖ Time constraints affecting implementation.

**Q. How do teachers assess student progress in reflective practice?**

- ❖ Using formative and summative assessments
- ❖ Engaging in self-reflection and student feedback
- ❖ Comparing student performance trends over time.

**Q. What are the four steps of the Socratic Method?**

- ❖ Systematic questioning
- ❖ Clarification of concepts
- ❖ Critical examination of assumptions
- ❖ Logical evaluation of conclusions.

**Q. What are the four processes involved in academic portfolios?**

- ❖ Collection
- ❖ Selection
- ❖ Reflection
- ❖ Projection for future learning.

**Q. What are dialogic diaries and what are their three stages?**

Dialogic diaries are reflective journals where a reflective practitioner records thoughts, and a 'significant other' responds, creating an ongoing dialogue.

**The three stages include:**

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Final-Term (Solved)**

- ❖ Uncertainty (Initial struggle with writing)
- ❖ Enthusiasm (Engagement and motivation increase)
- ❖ Lack of enthusiasm (Possible decline in motivation over time, but if overcome, leads to habitual learning).

**Q. What are the differences between inward-looking and outward-looking reflection?**

- ❖ Inward-looking reflection: Focuses on personal emotions, reactions, and motivations.
- ❖ Outward-looking reflection: Analyzes external factors, consequences, and ethical considerations.

**Q. What is the 4D model and its significance in education?**

The 4D model includes:

- ❖ Discovery (Identifying strengths)
- ❖ Dream (Imagining potential improvements)
- ❖ Design (Developing strategies for change)
- ❖ Destiny (Implementing the transformation)

It promotes positive educational change by focusing on strengths rather than problems.

**Q. What is Appreciative Inquiry (AI) and its role in education?**

- ❖ AI is a reflective practice method that emphasizes positive aspects of teaching rather than focusing on problems.
- ❖ It fosters professional growth by identifying and building on strengths.

**Q. What is work-based learning?**

- ❖ Learning that occurs through direct experience in a professional setting.
- ❖ It integrates academic knowledge with practical application.

**Q. What is the difference between a model and a mentor?**

- ❖ Model: Demonstrates best practices through their actions.
- ❖ Mentor: Actively guides and provides personalized support for professional growth.

**Q. What is the importance of vision and goal-setting for teachers?**

- ❖ Helps in professional identity formation.
- ❖ Guides continuous development and problem-solving.

**Q. What are two professional relationships that teachers must maintain?**

- ❖ Teacher-student relationship
- ❖ Teacher-colleague collaboration.

**Q. How does differentiated instruction provide choices for teachers?**

- ❖ It allows adaptation to diverse student needs.
- ❖ Encourages multiple instructional strategies and learning paths.

**Q. Three purposes of action research.**

- ❖ Improving teaching methods
- ❖ Enhancing student learning outcomes
- ❖ Contributing to educational knowledge.

**Q. Three aspects of self-directed learning.**

- ❖ Goal-setting and planning
- ❖ Self-monitoring progress
- ❖ Reflective evaluation of learning.

**Q. Relation of teacher as reflective practitioner with pupils in the classroom.**

- ❖ Encourages student engagement
- ❖ Adapts teaching strategies based on student needs
- ❖ Promotes critical thinking.

**Q. Explain four stages of team development.**

- ❖ Forming: Team members get acquainted.
- ❖ Storming: Conflicts arise as roles are defined.
- ❖ Norming: Collaboration strengthens.
- ❖ Performing: The team functions efficiently.

**Q. Four purposes of establishing communities of practice in school.**

- ❖ Enhancing professional collaboration

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Final-Term (Solved)**

- ❖ Sharing best practices
- ❖ Supporting continuous learning
- ❖ Encouraging innovation.

**Q. Explain teaching as an art rather than science.**

Teaching requires creativity, intuition, and adaptability, making it more of an art than a rigid scientific process.

**Q. Explain the 4D AI Process.**

- ❖ Discovery: Identifying strengths.
- ❖ Dream: Imagining improvements.
- ❖ Design: Creating strategies.
- ❖ Destiny: Implementing changes.

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