

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. 'Lookingout' 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 measureable.**
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'**