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Institute of Teachers' Education and Behavioural Science
Department of Psychology

Teachers as Reflective Practitioners (PGDT 422) work sheet PGDT regular Students. 30%

Part I: True-false

Direction: After careful reading of each statement write TRUE if the statement is correct or FALSE if it is incorrect on the space provided

- _____ 1. Reflection has the capacity to transform our existing knowledge and beliefs into new knowledge and beliefs.
- _____ 2. Reflective thinking results in judgments that are reasonable integrations or syntheses of opposing points of view.
- _____ 3. Reflective thinkers subject certain knowledge to change as they gather more information.
- _____ 4. Reflection-in-action implies a sequence of action then thought
- _____ 5. Reflection can be defined as a process of self-observation and self-evaluation.
- _____ 6. Teaching profession by its nature is a complex and dilemma-ridden endeavour.
- _____ 7. Reflection involves the relationship between an individual's thought and action.
- _____ 8. Reflection-in-action refers to thinking about events in the classroom as they happen to make immediate adjustments.
- _____ 9. Reflection-on-action is thinking back on what was done to gain deeper insight.
- _____ 10. If 90% students failed in classroom test, reflective teacher focuses on blaming students for not studying enough.

Part II: Matching

Direction: Match the type of reflection traditions given under column "B" with the appropriate descriptions given under column "A". Alternatives under column "B" can be used only once, more than once or not at all.

- | <u>"A"</u> | <u>"B"</u> |
|---|---------------------------------------|
| _____ 1. Stress thinking about equity and social justice. | A. Social Efficiency tradition |
| _____ 2. Thinking about students' readiness. | B. Developmentalist tradition |
| _____ 3. Consider the learners to determine what and how to teach | C. social reconstructionist tradition |
| _____ 4. Thinking about work and students. | D. Academic tradition |
| _____ 5. Thinking about content and instruction. | E. Generic tradition |

_____ 6.Emphasis on thinking about teachers' performance

Part III: Completion type

Direction: Fill the blank spaces with appropriate words or phrases

1. _____ is looking back on an experience and making sense of it to identify what to do in the future.'
2. The level of reflection that focuses on the moral and ethical implications and consequences of classroom practices on students is _____.
3. The three fundamental nature of reflection are _____, _____ and _____.

Part IV: Multiple choices

Direction: Among the alternatives given following each question, choose the best answer and write the letter of your choice on the space provided.

- _____ 1. All the following describes reflection **except**
 - A. retrospective thinking
 - B. Cyclical process
 - C. questioning and challenging our existing way of seeing things
 - D. offering only one best explanations for behaviour
- _____ 2. Among the following, which one can be a barrier to reflection?
 - A. fear of judgement and criticism
 - B. seeing actions and reflection as inseparable
 - C. teachers who reflect on their own practice
 - D. All of the above
- _____ 3. Reflective practices has nothing to do with
 - A. Learning from experience
 - B. Developing problem-solving skills
 - C. consolidating and building new knowledge
 - D. bringing personal and professional development
 - E. None of the above
- _____ 4. Reflection-on-action signifies
 - A. thinking on your feet
 - B. thinking about something whilst engaged in doing it
 - C. Looking back on the practice after completing a task
 - D. examining experiences and responses as they occur
- _____ 5. Which question is **NOT** typically related to the first level of reflection?
 - A. Did I spend too much time on group work today?
 - B. How can I keep students on-task?
 - C. Does this classroom practice promote equity?
 - D. How can I get students to pay better attention?

- _____ 6. Which one of the following does **NOT** describe technical rationality?
- A. Making decisions and solving problems based on theoretical knowledge.
 - B. Less practical validity to deal with situations characterized by uncertainty and uniqueness.
 - C. It explains classroom practice as it should be in general.
 - D. it explains classroom practice as it actually is.
- _____ 7. Which one is **NOT** the reason for compulsory students to attend schools?
- A. personal interest pressure
 - B. parental pressure
 - C. market pressure
 - D. social desires pressure

Part V. Short Answer

1. List and briefly describe the factors that make teaching more complex than other professions (4Marks).

2. Mention the four benefits of reflection for learners (4 Marks).

3. List and briefly describe the four teachers' disposition that may contribute for their professional identity (8 marks).
