NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TVET TRAINER	
QUALIFICATION CODE: 06DTVT	**LEVEL:** 6
COURSE CODE: RTP610S	**COURSE NAME:** REFLECTIVE TEACHING AND PRACTICE
DATE: JUNE 2022	**PAPER:** THEORY
DURATION: 2 HOURS	**MARKS:** 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Mr B. U. Kauteza
MODERATOR:	Mr N.S. Abraham

INSTRUCTIONS
1. This paper consists of 2 sections with 7 questions
2. **All** the questions are compulsory
3. Read all questions carefully before answering.
4. Number your answers clearly.
5. Make sure your student number appears on the answering script provided.

PERMISSIBLE MATERIALS

1. Examination paper.
2. Examination script.

THIS QUESTION PAPER CONSISTS OF 5 PAGES (Including this front page)

SECTION A: MULTIPLE CHOICE QUESTIONS

QUESTION 1 - Short Questions [10]

Choose the *correct* letter: a, b, c or d from the questions below:

1.1 In which level of teaching is there an optimum scope for cognitive interchange requiring analysis and synthesis?

    a. Memory level teaching

    b. Understanding level teaching

    c. Reflective level teaching

    d. Autonomous development level teaching

1.2 Reflective teaching is a _____

    a. Cyclic process of thinking about learning

    b. Linear process of thinking about teaching

    c. Cyclic process of thinking about teaching

    d. Linear process of thinking about learning

1.3 Reflective practice implies the use of one's

    a. Cognition

    b. Metacognition

    c. Metacognition on cognition

    d. Reinforcement of learning

1.4 Tangi is a teacher who keeps a teaching journal or diary regularly. Mbeuu is another teacher who creates and utilises self-assessment forms regularly. What is common amongst them?

    a. Both of them have high regard for their profession

    b. Both of them give priority in assessment aspect of education

    c. Both of them use reflective strategies in teaching

    d. Both of them use reflective continuous and comprehensive evaluation

1.5 Which of the following statements defines reflective thinking better?

    a. Learning by experience with concrete materials, through experiencing

    b. Learning and reasoning with scenarios you experience in the past

c. Thinking of particular environments you did not like as a trainer

d. Being able to reason with ideas which needs concrete evidence

1.6 What are some of the methods trainers can use in the reflecting process?

a. Keeping a journal and reflecting on what worked and what did not work after each lesson

b. Student feedback

c. Videotaping a training session

d. All answers are correct

1.7 Which of the following is the primary reasons for trainers to use reflection in the classroom?

a. For documentation purposes

b. For professional development

c. To prepare for formal evaluations

d. To satisfy administration

1.8 Who is the pioneer of reflective teaching?

a. Dewey

b. Habermas

c. Schon

d. Kolb

1.9 A reflective practitioner needs to have attributes such as:

a. Planning and following rules

b. Wholeheartedness and little thoughts

c. Open-mindedness and responsibility

d. Caring and low morale

1.10 A good reflective teacher or trainer . . .

a. Do not go back to think about the last class

b. Plan every lesson separately

c. Observe him/herself in the process

d. Aspiring to become a leader

SECTION B: STRUCTURED QUESTIONS

QUESTION 2 - Basic Concepts of Reflective Teaching and Practice   **[25]**

2.1 Briefly discuss the difference between the three concepts below:

    a. Reflection   **(2)**

    b. Reflective Teaching   **(2)**

    c. Reflective Practice   **(2)**

2.2 There are five main principles that will make sure you get the most out of your reflections. These are mostly referred to as the five Rs. Identify and explain each one of the five RS in the context of a real teaching and learning environment.   **(10)**

2.3 Make use of real practical examples from the TVET environment to distinguish the following three main concepts of reflective teaching and practice.

    a. Reflection in Action   **(3)**

    b. Reflection on Action   **(3)**

    c. Reflection for Action   **(3)**

QUESTION 3 - Beliefs and Values about Teaching and Practice   [10]

'Beliefs and values' are the core convictions, stories and propositions about the nature of life and the human person which motivate and inspire people in their social, cultural, political and economic life.

3.1 Distinguish with clear examples the difference between personal 'Values and Beliefs' in education.   **(2)**

3.2 Mention any five common Values and Beliefs in education.   **(5)**

3.3 Share how you would use your personal Values and Beliefs to enhance your professional development.   **(3)**

QUESTION 4 - Characteristics and challenges of Reflective Teaching and Practice   [16]

The most common characteristics of reflective teaching are built around the concept of honesty, emotional intelligence and critical thinking.

4.1 Explain how you would apply the three concepts above in reality to strengthen your professional capacity. **(6)**

4.2 Identify and interpret the six common challenges of reflective teaching and practice. **(10)**

QUESTION 5 - Experiential Learning and Reflective Cycle [19]

5.1 Draw and systematically discuss how you would apply Gibbs Reflective Cycle in reality. **(12)**

5.2 Give a short scenario (or an event) in your own words that will explain the concept 'experiential learning' in detail. **(7)**

QUESTION 6 - Framing and Reframing Problems [10]

Applying practical examples from real TVET environments, differentiate between the basic concepts below as they relate to Reflective Teaching and Practice:

6.1 Differentiate between the concepts Frame and Reframing **(6)**

6.2 Identify any real scenario (problem) in the teaching/learning environment and apply the method of 'Framing and Reframing' to resolve the problem at hand. **(6)**

QUESTION 7 - Reflective and Reflexive Writing Process [10]

Discuss how classroom practitioners use reflective and reflexive writing to document their teaching practices.

TOTAL [100]