



**NAMIBIA UNIVERSITY  
OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION**

**DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

<b>QUALIFICATION : DIPLOMA IN TVET TRAINER</b>	
<b>QUALIFICATION CODE: 06DTVT</b>	<b>LEVEL: 6</b>
<b>COURSE CODE: RTP610S</b>	<b>COURSE NAME: REFLECTIVE TEACHING AND PRACTICE</b>
<b>DATE: JUNE 2023</b>	<b>PAPER: THEORY</b>
<b>DURATION: 3 HOURS</b>	<b>MARKS: 100</b>

<b>FIRST OPPORTUNITY EXAMINATION QUESTION PAPER</b>	
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<p style="text-align: center;"><b>INSTRUCTIONS</b></p> <ol style="list-style-type: none"><li>1. This paper consists of 2 sections with 5 questions.</li><li>2. <b>All</b> the questions are compulsory.</li><li>3. Read all questions carefully before answering.</li><li>4. Number your answers clearly.</li><li>5. Make sure your student number appears on the answering script provided.</li></ol>
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**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** Which of the following strategies is *not* appropriate to practice reflection during reflective teaching in teacher education.
- Reflective journal/diary.
  - Collaborative learning.
  - Increase the content knowledge.
  - Teacher Educator's Feedback.
- 1.2** Reflective teaching is a \_\_\_\_\_
- Cyclic process of thinking about learning.
  - Linear process of thinking about teaching.
  - Cyclic process of thinking about teaching.
  - Cyclic process of thinking about the teaching environment.
- 1.3** Tangi is a trainer who keeps a teaching journal or diary regularly. Mbeuu is another trainer who creates and utilises self-assessment forms regularly. What is common amongst them?
- Both have high regard for their profession.
  - Both give priority in assessment aspect of education.
  - Both use reflective strategies in teaching.
  - Both use reflective continuous and comprehensive evaluation.
- 1.4** Who developed the theory of reflection in action/reflection on action?
- Dewey
  - Gibbs
  - Schon
  - Kolb
- 1.5** Which of the following statements defines reflective thinking better?
- Learning by experience with concrete materials, through experiencing.
  - Learning and reasoning with scenarios you experience in the past.
  - Thinking of particular environment, you did not like as a trainer.
  - Being able to reason with ideas which needs concrete evidence.

1.6 The concept 'continuous questioning and reflection' is referred to as \_\_\_\_\_

- a. Non-reflective teaching
- b. Student evaluation
- c. Ongoing enquiry
- d. Continuous reflection

1.7 What is the main idea of Gibb's reflective model?

- a. Evaluate and improve your teaching.
- b. Evaluate and report to the respective authorities.
- c. Find out what goes wrong in your teaching.
- d. None of the above

1.8 Which of the following is the primary reason teachers use reflection in the classroom?

- a. For documentation purposes.
- b. For professional development.
- c. To prepare for formal evaluations.
- d. To satisfy administration.

1.9 Reflective practice is everything below, except for \_\_\_\_\_

- a. Following blindly
- b. Critical thinking
- c. Dialogue
- d. Observing

1.10 Which of the criteria below is not true about Teaching Practice Evaluation Form.

- a. Development and Presentation
- b. Classroom Management
- c. Ethical Learning
- d. Communication skills

## SECTION B: STRUCTURED QUESTIONS

### QUESTION 2 - Reflective Teaching and Practice Concepts [30]

2.1 Write short notes with real examples to distinguish the meaning of Reflective Teaching and Practice concepts below:

2.1.1 Reflective Teaching (4)

2.1.2 Critical Thinking (4)

2.1.3 Critical Reflection (4)

2.1.4 Reflective Practice (3)

2.2 Briefly discuss how you, as a reflective trainer, would apply the three basic concepts of Reflective Teaching and Practice in real TVET situations (You may use your Microteaching and Teaching Practice experience to answer this question). (15)

**QUESTION 3 - Common Approaches, Challenges and Characteristics of Reflective Teaching and Practice. [25]**

3.1 There are three levels associated with reflective practitioners.

3.1.1 Identify these levels for reflective practitioners. (3)

3.1.2 Which of the three levels do you think you are strongly associated with? (1)

3.1.3 Motivate why you think that level fits you. (3)

3.2 Briefly explain the two common approaches to Reflective Teaching below from a TVET perspective and support your answer with a real example.

3.2.1 Peer Observation (3)

3.2.2 Journal Writing (3)

3.3 Identify any three common approaches to Reflective Teaching not mentioned in Question 3.2 above. (3)

3.4 Write short notes with real practical examples on the characteristics of Reflective Teaching given below:

3.4.1 Rational (3)

3.4.2 Careful (3)

3.4.3 Persistent (3)

**QUESTION 4 - Beliefs and Values, Framing and Reframing in Reflective Teaching and Practice [20]**

Personal Values and Beliefs are cornerstones of who reflective trainers are and how they do things. Whereas, Framing and Reframing are approaches trainers use to help make sense of complex situations in the teaching environment.

4.1 Distinguish between values and beliefs in reflective teaching and practice. (4)

4.2 How do your values and beliefs, as reflective practitioner, align with your teaching approach. (4)

4.3 Mention any three common values and beliefs in education. (6)

4.4 Identify any real scenario (challenge) in the teaching/learning environment and apply the approach of 'Framing and Reframing' to resolve the scenario you have identified. (6)

**QUESTION 5 - Models of Reflective Teaching and Practice [15]**

*Read the scenario thoroughly and answer the questions below.*

Tuli, an older trainee in your class, with vast industrial experience. Because of his experience with the topic, the rest of the class defers with his opinion and will often wait until he has the first word. This is compounded by the fact that he frequently makes jokes or interrupt other trainees in the class, especially if he disagrees with their opinion.

5.1 Identify the challenging situation/s in each scenario. (1)

5.2 What issues are raised in the scenario? (2)

5.3 What are the underlying interventions/situations linked to the scenario. (2)

5.4 Apply Boud's Triangular Representation Model to resolve the scenario. (10)

**TOTAL [100]**