



**PAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

QUALIFICATION : DIPLOMA IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING : TRAINER	
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DURATION: 3 HOURS	MARKS: 100

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINER(S)	Dr Oksana Kachepa
MODERATORS:	Ms Helena N. Udjombala
INSTRUCTIONS	
<ol style="list-style-type: none">1. This question paper consists of Sections A and B.2. Answer all the questions carefully.3. Number the answers clearly.	

THIS QUESTION PAPER CONSISTS OF SIX (6) PAGES (INCLUDING THIS COVER PAGE)

SECTION A

Question 1

[10]

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

1.1 At which stage of the Gibbs' Reflective model, the practitioner makes value judgments?

- a. Evaluation
- b. Description
- c. Action plan
- d. Analysis

1.2 A good reflective teacher _____

- a. Only thinks about the last class.
- b. Plans every lesson separately.
- c. Observes him/herself in the process.
- d. Aspires to become a leader.

1.3 Identify the skills used by a reflective practitioner:

- a. Confidence
- b. Self-awareness
- c. Timekeeping
- d. Organising

1.4 The concept 'continuous questioning and reflection' is referred to as _____

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

1.5 John is a trainer who keeps a teaching journal or diary regularly. Mercy is another trainer who creates and utilises self-assessment forms regularly. What is common amongst them?

- a. Both have high regard for their profession.
- b. Both give priority in assessment aspect of education.
- c. Both use reflective continuous and comprehensive evaluation.
- d. Both use reflective strategies in teaching.

1.6 In this step, you plan for what you would do differently in a similar or related situation in the future.

- a. Analysis
- b. Evaluation
- c. Action Plan
- d. Conclusion

1.7 Reflective practice means _____

- a. to acquire new knowledge
- b. to change behaviour
- c. to repeat an action to perfect a skill
- d. all of the above

1.8 In Donald Schön's reflective model Reflection-on-action takes place

- a. before and after an action
- b. before an action
- c. after an action
- d. during an action

1.9 Which reflective model questions and challenges the governing variables themselves by re-evaluating and potentially changing underlying assumptions, values, and strategies?

- a. Boud
- b. Kolb & Fry
- c. Argyris and Schön
- d. Borton

1.10 Which question in the Boud's triangular representation addresses the impact of the learning?

- a. So what?
- b. About what?
- c. What?
- d. Now what?

Question 2: Matching**[10]****2.1** Match the core VALUES used in the TVET sector with their descriptions.**[5]**

Values	Description
1 Fairness	A The process of effecting new or significantly improved goods, services, processes, marketing methods and organisational methods.
2 Innovation	B Accommodating different modes of delivery for the different needs of trainees.
3 Employability	C Lack of favourism towards one side or another.
4 Flexibility	D Cultivation of learning environment where all students are treated equitably, have equal access to learning regardless of their gender, ethnicity, or disability.
5 Inclusivity	E The capacity and willingness of workers to remain attractive for the labour market, by reacting to and anticipating changes in tasks and work environment.

2.2 Match the key characteristics of reflective practice developed by Pollard (2008) with their correct descriptions. **[5]**

1 Attitudes towards teaching	A Reflective teaching requires competence in methods of evidence-based classroom inquiry, to support the progressive development of higher standards of teaching.
2 Aims and consequences	B Teachers monitor, evaluate, and revise their own practice continuously.
3 Gathering and evaluating evidence	C Teachers reflect not only about classroom practice, but also based on their professional experiences, speak out about government policies and procedures.
4 A cyclical process	D Reflective teaching enables teachers as well as learners to defend and justify existing practices.
5 Protective mediation	E Reflective teaching requires open-mindedness, responsibility, and wholeheartedness.

Question 3: True/False

[5]

Identify the True and False statements.

- 3.1 Reflection means to think deeply; to ponder or meditate about something that has happened, with the purpose of casting more light on the experience. (1)
- 3.2 Experiential learning is a type of learning that transforms students' feelings and desires of their concrete experiences into higher-order purposeful action. (1)
- 3.3 Gibb's reflective cycle model consists of five boxes arranged in a circular cycle with arrows in a clockwise direction. (1)
- 3.4 Boud's triangular representation starts at Reflection by asking the 'So what?' question (1)
- 3.5 Reflective teachers critically ask questions about the goals and the values that guide their work, the context in which they teach and their assumptions about teaching and education. (1)

SECTION B

Question 4

[22]

- 4.1 Rearrange the five boxes shown in Fig.1 in the correct order according to Atkins and Murphy's Model. Connect the boxes with arrows and indicate their direction. (7)

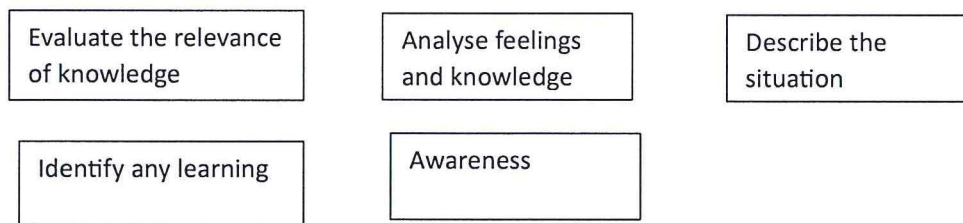


Fig. 1 Stages of Atkins and Murphy's Model

- 4.2 Discuss each stage of Atkins and Murphy's Model of Reflective Teaching with practical examples. (15)

Question 5

[15]

Briefly discuss how you, as a reflective trainer, would apply the three basic concepts of Reflective Teaching and Practice in real TVET situations:

- 5.1 Reflection-in-action (5)
- 5.2 Reflection-on-action (5)
- 5.3 Reflection-for-action (5)

(You may use your Microteaching and Teaching Practice experience to give the practical examples).

Question 6

[18]

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

6.1 Peer Observation (4)

6.2 Journal Writing (4)

6.3 Self-Reporting (4)

6.4 Identify the other two common approaches to Reflective Teaching not mentioned above.

(2)

6.5 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. (4)

Question 7

[20]

Values and beliefs heavily influence our perceptions of things we experience ourselves, as well as what we perceive and accept in ideas presented by others.

7.1 Distinguish between values and beliefs in Reflective Teaching and Practice. (4)

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

7.3 What factors can influence your values? (4)

7.4 Mention and explain any **four** common Values and Beliefs in TVET. (8)

[100]

[END OF PAPER]