



**NAMIBIA 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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COURSE CODE: RTP610S	COURSE NAME: REFLECTIVE TEACHING AND PRACTICE
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DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY EXAMINATION QUESTION PAPER	
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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 Who is the pioneer of reflective teaching?

- a. Dewey
- b. Habermas
- c. Schon
- d. Kolb

1.2 Reflective practice is everything below, except for _____

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

1.3 Who developed the theory of Reflection-in-action and Reflection-on-action?

- a. Dewey
- b. Gibbs
- c. Schon
- d. Kolb

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

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

1.5 Which of the following is the primary reason 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.

1.6 At which stage of the Gibbs' Reflective model, the practitioner asks a question: "What happened?"

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

1.7 Experiential learning is a process of learning through _____

- a. Experience
- b. Reflection
- c. Active engagement
- d. All of the above

1.8 Which theorist(s) developed an Experiential Reflective Model (ERM)?

- a. Gibbs
- b. Kolb and Fry
- c. Shon and Borton
- d. Dewey

1.9 How many stages are there in the Gibb's reflective cycle?

- a. four stages
- b. five stages
- c. six stages
- d. seven stages

1.10 In Reflective teaching and practice, the term REFRAMING means that _____

- a. Teachers relocate
- b. Teachers change their perceptions
- c. Teachers evaluate their peers
- d. Teachers reflect on their practice

Question 2: Matching**[10]**

2.1 Match the core VALUES used in the TVET sector with their descriptions.

[5]

Values	Description
1 Integrity	A Cultivation of learning environment where all students are treated equitably, have equal access to learning regardless of their gender, ethnicity, or disability.
2 Transparency	B All employees are responsible for their actions, behaviours, performance, and decisions.
3 Accountability	C Training to be fit-for-purpose.
4 Quality	D Open and honest communication.
5 Inclusivity	E Having strong principles and values, which you demonstrate through your conduct in the work environment.

2.2 Match the key concepts of Reflective Teaching and Practice with their correct definitions.

[5]

1 Reflexivity	A Refers to a combination of analytical, questioning, and reflective approaches.
2 Critical reflection	B Means repeating an action to perfect or learn a skill or behaviour.
3 Reflection	C Is the ability to learn and develop continually by creatively applying current and past experiences and reasoning to unfamiliar events while they are occurring.
4 Reflection-in-practice	D Means to think deeply; to ponder or meditate about something that has happened, with the purpose of casting more light on the experience.
5 Reflective practice	E It is a self-critical reflection tool that helps students to focus on their actions, thoughts, hopes, fears, roles, values, and assumptions with the aim of gaining insight into them.

Question 3: True/False [5]

Identify the True and False statements.

- 3.1 Reflection involves intuition, emotion, and passion and is not something that can be neatly packaged as a set of techniques for teachers to use. (1)
- 3.2 There are five different types of reflective teaching or practice, namely individual reflective practice, reflective practice with partners, reflective practice in teams, and college-wide reflective practice. (1)
- 3.3 Atkins and Murphy's model has three triangles arranged in a triangle. (1)
- 3.4 The term reposition means that teachers change their perceptions by 'moving out of' their old position and create a new position from which to view a situation. (1)
- 3.5 Experiential learning and reflective practice are two effective key learning and teaching strategies that many successful teachers use as learner-centred education practices. (1)

SECTION B [75]

Question 4 [23]

Differentiate between the basic concepts below as they relate to Reflective Teaching and Practice:

- 4.1 Reflective Teaching (3)
- 4.2 Critical Thinking (3)
- 4.3 Critical Reflection (3)
- 4.4 Reflective Practice (3)
- 4.5 Differentiate between the concepts Framing and Reframing (5)
- 4.6 Identify any real scenario (problem) in the teaching/learning environment (You may use your Teaching Practice) and apply the method of 'Framing and Reframing' to resolve the problem at hand. (6)

Question 5

[20]

5.1 Rearrange the six boxes shown in Fig.1 in the correct order according to Gibb's Reflective Model. Connect the boxes with arrows and indicate their direction. (8)

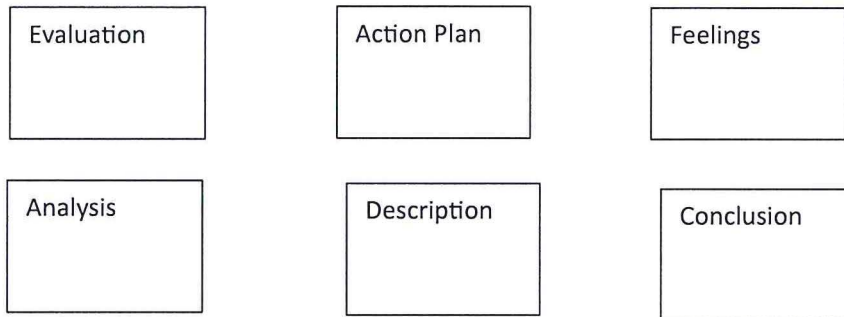


Fig.1 Stages of Gibb's Reflective Model

5.2 Discuss how you would apply Gibbs Reflective Cycle in reality. (12)

Question 6

[12]

6.1 The concept of reflexivity is a key in the reflective writing process. Explain the concepts:

6.1.1 reflective writing (3)

6.1.2 reflexivity (3)

6.2 Write notes on how you would apply Reflective Writing in a TVET environment. (6)

Question 7

[20]

7.1 List the eight common Values and Beliefs in TVET. (8)

7.2 Share how you would apply your personal Values and Beliefs to enhance your professional development in TVET. (12)

[100]

[END OF PAPER]