



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

FACULTY OF COMMERCE, HUMAN SCIENCE AND EDUCATION

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. Answer ALL the questions.2. Read all the questions carefully before answering.3. Number the answers clearly

THIS QUESTION PAPER CONSISTS OF _6_ PAGES (Including this front page)

SECTION A

Question 1: Multiple Choice questions [10]

- 1.1** Which of the following is an example of *Reflection-in-Action*? (1)
- a. Changing your instructional strategy midway because learners look confused
 - b. Writing a reflective journal after the class
 - c. Discussing a lesson with a colleague during a break
 - d. Planning lessons using a curriculum guide
- 1.2** How does reflective practice benefit a TVET trainer? (1)
- a. It allows trainers to improve their teaching techniques over time
 - b. It helps trainers become rigid and follow one fixed teaching method
 - c. It reduces the need to plan lessons
 - d. It makes trainers less confident in their abilities
- 1.3** Which of the following is NOT a characteristic of reflective practice? (1)
- a. Continuous learning and professional growth
 - b. Ignoring feedback from students
 - c. Adjusting teaching methods based on reflection
 - d. Critical thinking about one's own performance
- 1.4** In Boud's model, what is the purpose of the "reflection" component? (1)
- a. To observe others' teaching
 - b. To plan future lessons
 - c. To evaluate the experience and emotions involved
 - d. To create classroom rules

- 1.5** In the Atkins and Murphy model, which component follows the "evaluation" stage? (1)
- a. Awareness of uncomfortable feelings
 - b. Action
 - c. New perspective
 - d. Critical analysis
- 1.6** In the context of TVET, which of the following is an example of reframing? (1)
- a. Sticking to traditional teaching methods regardless of student feedback
 - b. Encouraging students to view a failure as an opportunity to learn and grow
 - c. Following a rigid curriculum without any adaptation
 - d. Providing the same type of assignments to all students
- 1.7** Which of the following is an essential element of critical reflection? (1)
- a. Avoiding emotional responses
 - b. Blaming others for challenges
 - c. Questioning assumptions and beliefs
 - d. Memorizing procedures
- 1.8** Which of the following best describes a key characteristic of reflexive writing? (1)
- a. Objective reporting without emotion
 - b. A critical and personal analysis of one's own experiences and assumptions
 - c. A list of facts learned in class
 - d. A persuasive argument for a topic
- 1.9** What is the main purpose of the 'Action Plan' stage in Gibbs Reflective Cycle? (1)
- a. To relive the experience in detail
 - b. To ignore what went wrong
 - c. To plan how to handle similar situations better in the future
 - d. To grade the experience

1.10 Which of the following best demonstrates reflective practice? (1)

- a. Memorizing instructions without analysis
- b. Repeating tasks without review
- c. Thinking critically about successes and failures
- d. Ignoring student feedback

SECTION B

Question 2: [5]

Match each term in Column A with the correct explanation in Column B.

Column A	Column B
1. Critical Reflection	A Written record where teachers note thoughts, experiences, and reflections after teaching.
2. Teaching Journal	B Going beyond what happened in class to analyze underlying beliefs, values, and assumptions.
3. Professional Development	C Specific, helpful comments aimed at improving teaching performance.
4. Constructive Feedback	D Participation in workshops, courses, or seminars to improve teaching skills.
5. Lesson Evaluation	E Reviewing a single lesson's objectives, outcomes, and what could be improved next time.

Question 3: [5]

Identify the True and False statements. Include the reason for the statement being true or false.

3.1 Reflection-on-Action is only useful for new trainers and does not benefit experienced professionals. (1)

3.2 A reflective practitioner only evaluates their teaching when they receive negative feedback. (1)

3.3 Boud's model encourages learners to reframe their experience to extract meaning. (1)

3.4 Framing a problem negatively in the TVET environment is always the most effective way to motivate students and encourage engagement. (1)

3.5 Critical reflection encourages professionals to challenge their own assumptions and improve their practice. (1)

SECTION C

Question 4 [20]

4.1 Define *Reflection-on-Action* and explain its significance in professional teaching practice.

Provide an explanation of any two (2) relevant points. (6)

4.2 Describe three (3) key steps involved in conducting effective *Reflection-on-Action* after a lesson. (6)

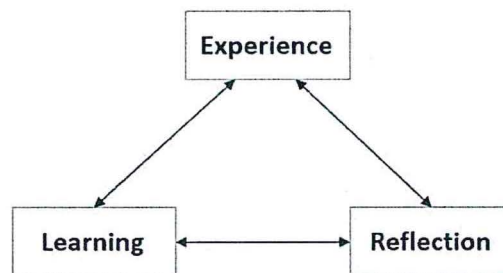
4.3 Discuss four (4) benefits of *Reflection-on-Action* for TVET trainers. (8)

Question 5 [18]

5.1 State and describe two (2) strategies a TVET trainer can use for reflective practice. (6)

5.2 Identify two (2) challenges trainers may face when applying reflective practice and suggest solutions. (6)

5.3 Describe the three (3) elements of Boud's model shown in the diagram below. (6)



Question 6 [20]

6.1 Explain Framing and provide an example of how Framing can be used to enhance a student's perception of a difficult task in a TVET course. (6)

6.2 Explain Reframing and describe how Reframing a student's failure can lead to improved learning outcomes in the TVET environment. (7)

6.3 Analyze how trainers can effectively implement both Framing and Reframing strategies to create a positive and engaging learning environment in TVET. (7)

Question 7

[22]

- 7.1** Define critical reflection and explain how critical reflection can enhance a TVET trainer's assessment practices. Provide an explanation of any four (4) relevant points. (10)
- 7.2** Provide a practical example of how a TVET trainer might use each stage of Gibbs' Reflective cycle after conducting a poor-performing student assessment. (12)

END OF PAPER

[100 MARKS]