

EDU406 Quiz # 3 MCQs Solved

Compiled by Tanveer Online Academy

- Asynchronous discussion allows: **dialogue occurs sometimes after experience**
- A _____ is somebody who is working along-side students in the classroom, supporting and encouraging vast challenges and cheer leading the successes of students. **Mentor**
- The question that reflective practitioner can ask at this _____ of Socratic method is What do you already think at this point. **Eliciting**
- Supervision in education is made up of: **Collaborative Observation and Feedback**
- _____ types of questions are often used to develop thinking from lower to higher order. **Three**
- Dialogue can be a self-assessment tool for reflective practitioner in: **Assessing knowledge and Practice**
- Which of the following are the primary processes of Socratic Method _____? **The constructive process**
- **Lesson study focuses more on:** **student learning**
- Enactive learning is the learning by _____ **Doing and experiencing consequences of actions**
- Written reflection is positive and useful because _____ **It is possible to evident all the experiences**
- **The role of reflecting team in collaborating observation is to:** Listens to the dialogue without interrupting
- Which one of the following is the lower level of blooms taxonomy _____? **Evaluation**
- Mentor can take on different roles for reflective practitioner like a: **All of these**
- The conversation in the 7 C's model for supervision can create understanding for: **Students**
- The reflective practitioner needs to engage with one key understanding that is **_professionalism**
- In asynchronous discussion teacher: **Reflect on theories learnt about teaching**
- The reflective practitioner ensure that inter-professional learning is effective at many levels like: **all of the above**
- Reflecting with colleagues is very important because: **helps us integrate in school and feel valued with other professionals**
- There are _____ characteristics of high performing schools: **9**
- There are some particular drivers of inter-professional learning for reflective Practitioner like: **all of these**
- There are some principles involved in inter-professional learning which: **Increase professional satisfaction**
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- Questions of Assumption- **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information.**
- What type of skill reflective practitioner needs to develop _____? **flexible**

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- How many steps in Socratic questioning are _____? **6**
- How many levels of bloom taxonomy are: **6**
- **An academic portfolio is an evolving collection of:** Experience and experiments over time
- Peer observation helps you to: **Provide evidence**
- Peer observation focuses on four key areas which are: **Planning, teaching strategies, management, assessment**
- Changes can also be _____ i.e., how we go about and think about our work and even the outcomes can also be looked at from a change perspective. **Evaluative**
- The goal of lesson study is to improve the: **experience provided to the students**
- Peer monitoring is a:
- As an observer you need to: **do all the above**
- Can you form a new proposition given what you have just learned? This question is related to the stage _____. **Decide**
- Which one of the following is the higher level of blooms taxonomy ____? **Knowledge**
- Questions of Assumption is _____. **force the reflective practitioner to look at information understand it and then to reflect internally and what assumptions we assumptions we have which are affecting the information**
- A community of practice can be described as a group of _____ working together to achieve a common goal. **People**
- **Teacher collaborating is a means for reflective practitioner to get feedback which should be**
- **Peer coaching in differentiated supervision is where:** Two teachers work as a team
- Situated learning focuses on teacher learning to make them to: **Think critically and originally**
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