



EDU406

Final-Term

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

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Short Questions

1. Stages of Developing Grounded Theory (3 Stages)

The three main stages of developing Grounded Theory are:

1. **Data Collection** – Collect qualitative data through interviews, observations, or documents.
2. **Coding and Categorization** – Analyze data by open, axial, and selective coding to identify patterns.
3. **Theory Development** – Develop a theory that explains the relationships among the identified categories.

2. Short Note on Teacher as a Life-Long Learner

A teacher as a life-long learner continuously improves professional knowledge, teaching skills, and attitudes throughout his or her career. Reflective practitioners seek feedback, attend professional development activities, use research, collaborate with colleagues, and adapt to educational changes to improve student learning.

3. Three Technologies for Better Teacher Learning

1. Learning Management Systems (LMS)
2. Educational Blogs and Online Professional Communities
3. Video Recording and Online Reflection Tools

4. Two Differences between Written and Dialogic Reflection

Written Reflection

Reflection is recorded in writing.

Provides permanent documentation.

Dialogic Reflection

Reflection occurs through discussion or self-dialogue.

5. Self-Regulated Reflection

Self-regulated reflection is the process in which teachers monitor, evaluate, and regulate their own learning and teaching practices by setting goals, assessing performance, and making improvements independently.

Compilation

6. Three Purposes of Action Research

1. Improve classroom teaching practices.
2. Solve practical educational problems.
3. Enhance student learning through evidence-based decision making.

7. Three Premises for a Reflective Practitioner to Become a Good Teacher

1. Reflection is **cyclical**.
2. Reflection is **iterative (continuous)**.
3. Reflection links **theory with practice** for continuous improvement.

8. Three Critical Dimensions of Self-Regulation

1. Self-monitoring
2. Self-evaluation
3. Self-control (self-management)

9. Any Three Aspects of Self-Directed Learning as a Process of Reflective Practitioner

1. Identifying personal learning needs.
2. Setting learning goals.
3. Evaluating one's own learning progress.

10. Enlist Any Three Stages of Knowledge Conversion (SECI Model)

1. Socialization
2. Externalization
3. Combination

(Internalization is the fourth stage.)

11. Three Principles of Supervision

1. Cooperation
2. Guidance rather than control
3. Continuous professional improvement

12. Stages of Dewey's Reflection Model (6 Phases)

1. Identify the problem.
2. Observe and define the problem.
3. Develop possible hypotheses.

4. Reason about possible solutions.
5. Test the hypothesis in practice.
6. Draw conclusions and improve future practice.

13. Core Components of Communities of Practice (CoP)

1. Domain
2. Community
3. Practice

14. Three Emerging Technological Innovations for Teachers

1. Artificial Intelligence (AI)
2. Virtual Learning Environments
3. Mobile Learning Technologies

15. Three Stages of Appreciative Inquiry

1. Discover
2. Dream
3. Design

(Destiny/Deliver is the fourth stage.)

16. Self-Directed Learning

Self-directed learning is a process in which learners take responsibility for identifying their learning needs, setting goals, locating resources, implementing learning strategies, and evaluating learning outcomes independently.

17. Dewey's Cycle Steps

1. Problem identification
2. Observation
3. Hypothesis formulation
4. Reasoning
5. Testing
6. Reflection and improvement

18. Pupil in the Classroom

A pupil is the central participant in classroom learning who actively engages in learning activities, collaborates with peers, develops critical thinking skills, and constructs knowledge through interaction with the teacher and environment.

19. Observational Learning

Observational learning is learning by watching others, understanding their behavior, and imitating appropriate actions. It enables students to acquire new knowledge, attitudes, and skills through modeling.

20. Moral Ethical Dimensions

The moral and ethical dimensions of teaching include:

- Honesty
- Fairness
- Respect
- Responsibility
- Confidentiality
- Professional integrity

21. Process of Peer Observation

1. Pre-observation meeting
2. Classroom observation
3. Collection of evidence
4. Feedback discussion
5. Reflection
6. Action planning for improvement

22. Requirement of "Looking In" in Johns' Model of Structured Reflection

Looking In requires the teacher to:

- Find a quiet space.
- Focus on oneself.
- Pay attention to personal thoughts.
- Examine emotions.
- Record significant feelings affecting practice.

23. Three Purposes of an Action Plan

1. Improve professional practice.
2. Achieve specific learning goals.
3. Monitor progress and evaluate outcomes.

24. Two Consequences When Teachers Do Not Critically Think

1. Poor instructional decisions.

2. Reduced student learning and classroom effectiveness.

25. Any Three Steps of the Socratic Method

1. Ask probing questions.
2. Analyze assumptions.
3. Reach logical conclusions through discussion.

26. Being Reflexive in Reflection

Being reflexive means critically examining one's own beliefs, assumptions, values, emotions, and actions while considering how these influence professional practice and relationships with others.

27. Steps of Making an Academic Portfolio

1. Collect evidence of teaching and learning.
2. Organize documents systematically.
3. Include reflections on professional experiences.
4. Record achievements and professional development.
5. Review and update the portfolio regularly.

28. Purposes of Self-Directed Learning

1. Promote independent learning.
2. Improve lifelong learning skills.
3. Increase learner motivation.
4. Develop problem-solving ability.
5. Enhance professional growth.

Long Questions

1. Explain the Four Stages of Team Development

Bruce Tuckman proposed four stages of team development that help teams become effective and productive.

1. Forming

- Team members meet for the first time.
- Individuals are polite and depend on the leader for guidance.
- Roles and objectives are not yet clear.

2. Storming

- Members begin expressing opinions.
- Conflicts arise due to different ideas and personalities.
- Leadership is important to resolve disagreements.

3. Norming

- Team members accept one another.
- Cooperation and trust develop.
- Rules and responsibilities become clear.

4. Performing

- The team works efficiently toward common goals.
- Members solve problems collaboratively.
- High productivity and mutual support are achieved.

Conclusion:

A reflective teacher understands these stages and helps the team move from conflict to effective collaboration.

2. Note on Action Research

Action Research is a systematic process through which teachers investigate their own classroom practices to improve teaching and learning.

Definition

Action research is conducted by practitioners to solve practical classroom problems using evidence-based decisions.

Characteristics

- Practical and classroom-based
- Cyclical process
- Reflective
- Collaborative
- Continuous improvement

Process

1. Planning
2. Acting
3. Observing

4. Reflecting

Purposes

- Improve teaching methods.
- Solve classroom problems.
- Enhance student learning.
- Promote professional development.
- Encourage reflective practice.

Benefits

- Better instructional decisions.
- Evidence-based teaching.
- Continuous improvement.
- Greater teacher confidence.

3. Difference between Looking Inward and Looking Outward

Looking Inward

Focuses on personal thoughts and emotions.

Encourages self-awareness.

Identifies personal beliefs and assumptions.

Internal reflection.

Looking Outward

Focuses on external events and the teaching situation.

Encourages objective observation.

Examines learners, colleagues and environment.

External reflection.

4. Professional Roles of Teachers as Modern Reflective Practitioners (Four Roles)

A reflective practitioner performs several professional roles.

1. Lifelong Learner

Continuously updates knowledge and teaching skills.

2. Researcher

Uses classroom evidence and action research to improve teaching.

3. Facilitator

Guides students rather than simply delivering information.

4. Reflective Decision-Maker

Regularly evaluates teaching practices and modifies them to improve learning outcomes.

5. Explain Three Steps of the Socratic Method

The Socratic Method develops critical thinking through disciplined questioning.

Step 1: Ask Questions

The teacher asks open-ended questions instead of providing answers.

Step 2: Examine Assumptions

Students analyze their beliefs and identify weaknesses in their thinking.

Step 3: Reach Logical Conclusions

Students use evidence and reasoning to arrive at justified conclusions.

Benefits

- Promotes critical thinking
- Improves reasoning
- Develops communication skills
- Encourages independent learning

6. Explain Constraints and Barriers in Supervision

Several barriers reduce the effectiveness of educational supervision.

1. Lack of Trust

Teachers may fear criticism.

Compilation

2. Poor Communication

Misunderstandings reduce cooperation.

3. Limited Time

Heavy workloads leave little opportunity for observation.

4. Resistance to Change

Teachers may hesitate to adopt new methods.

5. Insufficient Resources

Lack of technology and teaching materials affects supervision.

6. Inadequate Training

Supervisors may lack necessary professional skills.

Conclusion

Supportive supervision promotes teacher growth, while ineffective supervision limits professional development.

7. Briefly Explain Any Four Professional Roles of a Modern Teacher as Reflective Practitioner

1. Facilitator

Creates student-centered learning environments.

2. Researcher

Uses classroom research to improve instruction.

3. Collaborator

Works with colleagues, parents, and communities.

4. Lifelong Learner

Continuously develops professional competence through reflection and training.

8. State Any Four Benefits of Employing Higher-Order Learning in the Classroom for Reflective Practitioners

1. Develops critical thinking.
2. Improves creativity and innovation.
3. Enhances problem-solving abilities.
4. Promotes independent and lifelong learning.

9. Explain Four Purposes of Communities of Practice (CoP)

Communities of Practice are groups of professionals who share knowledge and improve practice collaboratively.

Purposes

1. Knowledge Sharing

Members exchange ideas and experiences.

2. Professional Learning

Teachers learn from one another continuously.

3. Problem Solving

Members jointly solve classroom challenges.

4. Innovation

Communities encourage new teaching strategies and best practices.

Benefits

- Improved collaboration
- Continuous professional development
- Better instructional quality
- Strong professional relationships

10. Explain Three Main Elements of Boud's Model

David Boud's reflective model emphasizes learning from experience.

1. Experience

The teacher recalls and records an event or incident.

2. Reflection

The experience is examined emotionally and intellectually.

3. Learning and Action

The teacher develops new understanding and plans improvements for future practice.

11. Explain How Abstract Constructs and Empirical Observations Interact to Shape Theory Development

Theory development involves continuous interaction between ideas and evidence.

Abstract Constructs

These are theoretical concepts such as motivation, reflection, or learning.

Empirical Observations

These are real-life observations, classroom experiences, interviews, and research findings.

Interaction

- Observations provide evidence.
- Evidence supports or modifies abstract concepts.
- Concepts are refined through repeated observation.
- The refined concepts become a grounded theory.

Thus, theory develops through continuous comparison between practical evidence and conceptual understanding.

12. Explain Professional Development Plan (PDP) in Detail

A Professional Development Plan is a structured plan for improving professional competence.

Components

1. Self-Assessment

Identify strengths and weaknesses.

2. Goal Setting

Develop clear professional goals.

3. Learning Activities

Attend workshops, seminars, online courses, and professional reading.

4. Implementation

Apply new strategies in classroom teaching.

5. Reflection

Evaluate progress and identify improvements.

Benefits

- Improves teaching quality.
- Encourages lifelong learning.
- Increases confidence.
- Supports career advancement.
- Enhances student achievement.

13. Write the Process of Action Plan

An Action Plan provides a systematic approach for achieving educational goals.

Step 1

Identify the problem.

Step 2

Set clear objectives.

Step 3

Develop strategies and activities.

Step 4

Allocate responsibilities.

Step 5

Provide necessary resources.

Step 6

Implement the plan.

Step 7

Monitor progress.

Step 8

Evaluate results and make improvements.

Importance

- Organizes professional work.
- Promotes accountability.
- Supports continuous improvement.
- Helps achieve educational objectives.

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Compilation