EDU101 Midterm Subjective Past Papers
Solved with references by Sahar

Total Questions= 18
Total MCQs=10
Total subjective Questions =8

Paper:1

Question#1:
On what principle, the progressivism should focus on ? Marks =2

Answer: topic#37
Ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience and student centered.

Question # 2:
On what principle, the cognitivist should focus on ?Marks =2

Answer: topic #98

- Focus on how individuals process information
- Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- "infinite" in capacity

Question # 3:
Define psychology? Marks=3
Answer:
Psychology is the scientific study of mental functions and behaviors including:

- Perception
- Cognition
- Behavior
- Emotion
- Personality
- Interpersonal relationships

Question #4:
Define scaffolding? Marks=2
Answer:
Scaffolding: "role of teachers and others in supporting the learner's development and providing support structures to get to the next stage or level."

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In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.

Question #5 :
How can Robert Gagne's define theory of learning? Marks 3
Answer: topic#88

Based upon his analysis of research, he believed that the set of variables influencing the learning of tasks in one domain may not influence the learning of tasks in other domains. One may generalize research findings to other tasks within that domain, but not to tasks in other domains.

Thus, factors found to influence the learning of one piece of information (e.g., overlearning positively affects the learning of telephone numbers) may be applied to other tasks in that domain (e.g., the learning of names), but not to the tasks in other domains (e.g., the learning of a new concept).

Gagne stressed the cumulative nature of learning intellectual skills in which mastery of higher-level skills (e.g., rules) de

Question #6 : Marks=5
Write the application of education using epistemology and Metaphysics under the progressivism and pragmatism?

Answer: topic#37

Applications to Education:

Metaphysics:

What is real? Does it have meaning?

Reality is in flux and ever-changing, so meaning is in the context of the individual, who is a "problem-solver."

Epistemology:

- Knowledge and knowing---- What is truth?
- Knowledge is gained via individual experience. Truth is individually defined so that emphasis is on learning how to learn.

Axiology: (Topic: 58)

- Values, ethics and athletics.
- Determined by each individual in interaction with his/her culture, based on the shared values of the community or culture.

Logic:

- How we think? Deductive and Inductive
- Emphasis is on inductive thinking and problem solving

The teacher's role: (Topic: 59)

- Teacher is facilitator of student learning; provides resources for students' problem-solving abilities. Develop students' problem solving abilities. Helps students to do what they want to do.

The student:

- Learns by doing and discovering

Question #7:
Difference between idealist and realist curriculum? Marks =3

Answer:
Realism Curriculum (Topic: 30)

- ❖ Curriculum consists of the basics- math, science, reading etc.
- ❖ Attention is given to didactic and object studies in education (use of pictures, TV, videos in educational process)
- ❖ Use of objects in education (Montessori)
- ❖ Emphasis is on subject matter (highly organized and systematic in approach)

Idealism Curriculum (Topic: 24)

- ▪ Examining the roots of contemporary problems in the past (great literature/classics etc)
- ▪ Education at any level should teach students to think.
- ▪ Subject- matter curriculum
- ▪ Back-to-basics approach in education

Question #8:
Explain concrete operational stage of cognitive development by Paiget's and also gives the Examples? Marks 5

Answer:

Topic: 105 – Jean Piaget Cognitive Developmental Stages-4

1. **Concrete Operational:**

- Lasts from 7 – 11 years
- The child has the ability to do simple math and measurement, with manipulatives
- He begins to understand cause and effect

Examples of Acquisitions

- Distinction between one's own and others' perspectives: Recognition that one's own thoughts and feelings may be different from those of others and do not necessarily reflect reality
- Class inclusion: Ability to classify objects as belonging to two or more categories simultaneously
- Conservation: Realization that amount stays the same if nothing is added or taken away, regardless of alterations in shape or arrangement
-
- He can think about real, concrete things in systematic ways, but cannot understand abstract concepts
- He is no longer egocentric (he can now understand other people's points of view)

Paper:2

Q. What is psychology?
Answer: **#repeated**

Q. Explains postmodernism in your words
Answer: **topic#65**

- Postmodernism means literally 'after the modern era'. The modern era was the time of certainty and stretched from the 18th century to the late 20th century.
- Post modernists believe that this era was far more predictable than the times we live in today, e.g. jobs were for life and class was major source of identity.
- Since around the 1970's we have been living in times characterized by risk and diversity.
- Consequently, this has had huge implications for education.
- Continuation of modernist view

- Does not mourn loss of history, self, religion, center
- A term applied to all human sciences ---anthropology, psychology, architecture, history etc.
- Reaction to modernism; systematic skepticism
- Anti-foundational

Q. Proponents of essentialism?
Answer: topic#31
Key Proponents

- William Bagley
- Arthur Bestor
- E.D. Hirsch
- Chester Finn
- Diane Ravitch
- Theodore Sizer

Q. Explain pre-operational stage with example
Answer: topic#104

Preoperational:
- Lasts from 2 – 7 years
- The child can speak and print words
- His memory and imagination develops
- His thinking is often not logical
- Much egocentric thinking occurs
- He learns that symbols represent something else;

Examples of Acquisitions

- Language: Rapid expansion of vocabulary and grammatical structures
- Extensive pretend play: Enactment of true-to-life or fanciful scenarios with plots and assigned roles (e.g., mommy, doctor, Superman)
- Intuitive thought: Some logical thinking based on "hunches" and "intuition" rather than on conscious awareness of logical principles (especially after age 4)

Q. Characteristics of cognitive psychology

Answer:

Topic: 097 – Cognitive Psychology: Basic Characteristics

- Focus on how individuals process information
- Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- "infinite" in capacity.

Differentiate the curriculum of Idealism and realism
Answer: **#repeated**

Q. Phenology Theory
Answer:
Topic: 117 – Phenomenology

- Phenomenology examines pattern of subjective experience and consciousness
- Focus upon a systematic reflection on and investigation of the structures of consciousness: Realist concepts can be examined scientifically.
- Based solely on consciousness
- Individuals will be influenced by others, but not same experience
- Views social world as multiform structure

Paper 3:

1. cognitive psychology definition
Answer: **#repeated**

2.Under realism and essentialism teacher and student role

3 Gagne's theory of learning
Answer: **#repeated**

4 Under gagne's theory classroom implications?

Answer:

Topic: 095 – Robert Gagne's Learning outcomes-3

Classroom Implications Under Gagne's theory, the teachers need to observe and relate lessons to students interests so it is easier for the students to understand. Teachers then need to gain attention and this can be done by showing PowerPoints, diagrams, videos, etc. to help inform the students of what they will be learning. The teacher will then present the stimulus and this can be done by demonstrating how to perform the task(example: how to create a diagram). The teacher will be there for guidance and then will assess the performance of the students.

The students will be active listeners and will learn how to perform various tasks. The student will have established an interest and will use their prior knowledge to perform a new task. The students will complete the task and then give feedback as to what they have learned. The students will then be able to apply their new acquired skills into their everyday lives on their own so they can actually have a learning experience.

5. Identify condition from example and why apply of these conditioning?

Your father gives you a credit card at the end of your first year in college because you did so well. As a result, your grades continue to get better in your second year.

Answer: topic#83

Operant conditioning is used

- Because **In operant conditioning secondary rein forcers are** personally important such as approval of friends or teachers, winning money, awards or recognition. Secondary rein forcers can become primary. Due to the wide range of secondary rein forcers, Skinner referred to them as generalized.

6 Postmodernism

Answer: #repeated

7 James Watson's contribution to Ivan Pavlov's theory?

Answer:

Topic: 081 – James Watson

- **Watson took Pavlov's findings to another level.**
- **Emphasized that learning was observable or measureable, not cognitive**
- **Believed the key to learning was in conditioning a child from an early age based on Pavlov's methods.**
- **Nurture vs nature**

- Watson's theories strengthened the argument for the influence of experiences as opposed to genetics.

Paper 4:

1: Thorndike's law of exercise
Answer:
Topic: 076 Three Laws of Learning-2:

1. **Law of exercise:**

- Strength of connections is proportional to the frequency, duration and intensity of its occurrence.
- Justifies drill, repetition and review.
- Seen today in behavior modification and basic skill instruction.

2: Reward and punishment's examples in our daily life?
Answer:

Reward:
A student works hard to get an A grade and along the process face a lot of hardships but when he succeeded the appreciation or reward he gets from his teachers, parents and fellows kind of convince him that he chooses the right path. He works harder in future to repeat the process to maintain his position.

If a student completes his assignment on time or gets good marks in class test then he will be awarded a label i.e student of the week or a reward i.e new geometry box in return. This is the duty of teacher to improve optimistic behavior with positive reinforcement.

Punishment:

Addressing students in a firm tone to prepare for tomorrow's test enthusiastically or they will have to pay fine if they get lower marks than 75%.

A response cost will have to be paid like taking back the label of class monitor or student of the week/month/year if they won't keep up their grades.

3: Maria Montessori's contribution?
Answer:
Topic: 100 – (Maria Montessori's Legacy)

What she did:

- Psychiatrist Clinic at the University of Rome --- taught "difficult" children to read at a normal level.
- 1906 asked to start a progressive school for slum children of Italy --- Casa dei Bambini (Children's House)

Why she was important?

- Pioneer of child advocacy --- for exceptional children, low SES children.
- Discuss Tyler and Taba's Traditionsl vs. Progressive study (1920 ---- 30% HS)
- Modern Irony --- Expense of Montessori School.

4: Idealistic and realistic theory ke curriculum mai difference

Answer: **#repeated**

5: Key proponents of existentialists theory?

Answer:
Existentialism: Focus: (Topic: 43)

- Reality is subjective, within the individual. Individual rather than external standards.

Key Proponents:

- Sartre
- Kierkegaard

6: Robert gagne hierarchy important points of his theory?

Answer:

Topic: 089 – Gagne's Hierarchy of Learning-1

1. **Signal learning (behavioral)** Classical conditioning – response to a signal. Students have to be trained what a signal means and what they are required to do. It is very similar to what Pavlov was trying to do. So, this is learning by association
2. **Stimulus response: (behavioral)** Operant Conditioning – response to a given stimulus. This is the learning through reinforcement because your behavior is reinforced.

Topic: 090 – Gagne's Hierarchy of Learning-2

3. **Motor chains (behavioral)** Linking two or more stimulus responses connections to form a more complex skill
4. **Verbal association (behavioral)** Linking two or more words or ideas

Topic: 091 – Gagne's Hierarchy of Learning-3

5. **Multiple discriminations (behavioral)** Responding in different ways to different items in a set.
6. **Concept (Behavioral - Cognitive)** Reacting to stimuli in an abstract way

Topic: 092 – Gagne's Hierarchy of Learning-4

7. **Rules (behavioral - Cognitive)** Chaining two or more stimulus situations or concepts
8. **Problem solving (Cognitive)** Combining known rules/principles into new situations to solve a problem

Paper: 5

How can we apply gagne's theory in our classroom?

Answer: **#repeated**

Write about the role of teachers and students under the pragmatism and progressivism?

Answer:

The teacher's role: (Topic: 59)

- Teacher is facilitator of student learning; provides resources for students' problem-solving abilities. Develop students' problem solving abilities. Helps students to do what they want to do.

Define eclecticism?

Answer:
Eclecticism: (Topic: 44)

- There is a way of dealing with all the various models.
- Eclecticism is not a philosophical system or model, but rather is the synthesizing and personal interpretation of various models to draw out the best components for you.
- Thus, you pull the best from various models in an effort to build your own statement of personal philosophy.

What are the principles of cognitivist?

Answer: **repeated**

Explain operant condition with examples of daily life.

Answer:
Operant conditioning is a type of learning where behavior is controlled by consequences. Key concepts in operant conditioning are positive reinforcement, negative reinforcement, positive punishment and negative punishment.

Positive Reinforcement:

Positive reinforcement is giving something pleasant after a behavior. This increases the probability that the behavior will continue. Examples are:

- Having a job and going to work every day to receive a paycheck.
- Receiving praise after a musical performance would increase the amount that you perform.
- A teacher complimenting students when they answer correctly will increase that behavior.
- At a gym, customers receive a discount if they work out a certain number of times and eat healthy.
- In the Skinner Box experiment, a rat got food as a reward for acceptable behavior, such as pressing a lever.

Negative Reinforcement:

Negative reinforcement is taking away something unpleasant as a result of the behavior that is acceptable. This is also meant to increase the behavior. Examples are:

- It is very noisy outside so you turn on the television to mask the noise. Turning on the radio decreased the unpleasant noise.
- A teacher exempts student from the final test if they have perfect attendance. So, the teacher is taking away something unpleasant to increase behavior.

Define post-modernism in your words.

Answer: **repeated**

Role of teacher and student under idealism and perennialism?

Answer:

Role of the teacher under Idealism and Perennialism: (Topic: 53)

- Teacher is expert of content knowledge
- Passes on to next generation the accumulated wisdom of the past

Existentialism and focus of existentialism:

Answer:

<u>Existentialism:</u> Focus: (Topic: 43)

- Reality is subjective, within the individual. Individual rather than external standards.