Edu433

Mid-term July 2020

MCQ's chapter (1-7)

Ch # 1 maryam suleman

1. According to some authors (e.g. Leiter, 1978; Samuels, 1970), teaching is a _____ job.
   Semi-professional

2. The concept of professionalism in teaching is commonly discussed on sociological, educational and ideological bases in the _____.
   Literature

3. _____ create a professional environment of "best practice" procedures.
   Standards

4. _____ is considered to be one of the key elements of effectiveness in work life.
   Prominence

5. When the subject is _____ professionalism (Sachs, 2003, 17), the meaning of the term changes as a response to external pressures, public discourses and scientific developments.
   Teacher

6. In daily language,_____ is generally used to mean an activity for which one is paid as opposed to doing voluntarily.
   Professionalism

7. In the business world, professionalism is generally synonymous with _____.
   "Success"

8. The terms "profession" and "professor" have their etymological roots in the Latin for _____.
   Profess.

9. To be a professional or a professor was to _____ to be an expert in some skill or field of knowledge.
   Profess

10. Professionalism is related to the improvement in the quality of service rather than the enhancement of _____.
    status

11. It is possible to interpret professionalism as a _____ structure including one's work behaviors and attitudes.
    Multi-dimensional

12. Professionalization is related to "promoting the material and ideal interests of an_____".
    Occupational group

13. _____ "focuses on the question of what qualifications and acquired capacities.
    Professionalism

14. David refers to _____ commonly cited professionalism criteria focused in the literature.

Five

15. Professional practitioners require a high degree of individual autonomy- independence of judgment- for _____ practice.
Effective

16. Barber (1965) explained _____ main characteristics of professional behavior.
Four

17. _____ is one of the main focuses featured in professionalism characteristics.
Autonomy

18. Professionals should have the _____ decision making powers free from external pressures.
autonomous

19. _____ not only functions as a buffer against the pressures on teachers but also means of strengthening them in terms of personal and professional sense.
Autonomy

20. _____ has an opposite function of organizational control.
Autonomy

21. Nursing and teaching are accepted as _____ professionals.
"Semi" or "quasi"

22. Teachers are monitored by their administrators in terms of the _____ between their performance and the standards set before.
Consistency

23. _____ school teachers do not have a high level of authority.
Public

24. _____ believes professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes.
Phelps

25. _____ is measured by the best and the highest standards.
Professionalism

26. In _____ debates, two versions of teacher professionalism are portrayed as "old professionalism" and "new professionalism".
Scholarly

27. Hargreaves (2000), analyzes the development of teacher professionalism as passing through four _____ in many countries.
Historical phases

28. Teaching was managerially demanding but technically simple in _____ age.

Pre-professional

29. Increasing efforts to create strong professional cultures of collaboration to develop common purpose draws attention towards the age of _____.

Collegial profession

30. _____ __ age is marked by a struggle between forces and groups intent on deprofessionalizing the work of teaching.

Post-professional

Hargreaves defines today's professionalism as _____ professionalism

Postmodern

31. Teacher professionalism means meeting certain standards in education and related to_____.

proficiency

32. _____ Profession is considered to be highly problematic and polarized in various spheres.

Teaching

Defining "Teacher Professionalism" from different perspectives

Mcqs from lecture no.1 by fezan ali

1. In historical context, the issue that whether teaching is a professional status or not has been controversial.
2. According to some authors (e.g. Leiter, 1978; Samuels, 1970), teaching is a semi-professional job because they are directed to perform certain standards by their superiors.
3. Some authors (e.g. Stevenson, Carter ve Passy, 2007; Ozga, 1981) believe that it is more useful to approach professionalism as an ideological construct that is used for occupational control on teachers
4. Another approach (e.g. Phelps, 2006) reflects a positive attitude towards teacher professionalism and identifies the term as the best and highest standards for teachers.
5. Standards create a professional environment of "best practice" procedures enabling organizations to confidently create systems, policies and procedures;
6. In the business world, professionalism is generally synonymous with "success" or refers to the expected behaviors of individuals in specific occupations (Tichenor ve Tichenor, 2005).
7. The terms "profession" and "professor" have their etymological roots in the Latin for profess.

8. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005).
9. Hoyle (2001) states that professionalism is related to the improvement in the quality of service rather than the enhancement of status.
10. "teacher professionalism" could be interpreted as a professional work field with its sociological, ideological and educational dimensions aims at achieving the highest standards in teaching profession which is based upon the professional formation, knowledge, skill and values.
11. At this point, as Whitty stated (2000), it is probably best to see the different positions about teacher professionalism in the twenty-first century as competing versions of teacher professionalism rather than seeing any one as fitting an essentialist definition of professionalism.
12. Ozga (1995, 35), moves these discourses mentioned so far to a different base. She evaluates teacher professionalism in its historical and political context and interprets it as a device of professional control.
13. Hargreaves (2000), analyzes the development of teacher professionalism as passing through four historical phases in many countries.

14. Baggini (2005) claims that for today's teachers, professionalism is interpreted in terms of what extent the teachers outcome the difficulties and what extent they are able to use their skills and experiences related to their profession

Lecture 1 by jiya islam

1: It is obvious that the meanings attributed to teacher professionalism and the status of teaching have a _____characteristic.

Dynamic characteristic

2: teacher professionalism in relation to changing _____and _____contexts.

historical, political and social

3: According to_____ authors teaching is asemi-professional job because they are directed to perform certain standards by their superiors.

Leiter, 1978; Samuels, 1970

4: The terms "profession" and "professor" have their etymological roots in the _____for profess.

Latin

5: The terms "profession" and "professor" have their _____roots in the Latin for profess

Etymological

6: _____is related to "promoting the material and ideal interests of an occupational group"

Professionalization

7:_____ analyzes the development of teacher professionalism as passing through four historical phases in many countries.

Hargreaves (2000)

8: Standards create a professional environment of _____procedures enabling organizations to confidently create systems, policies and procedures

“best practice”

9: age draws attention with the increasing efforts to create strong professional cultures of collaboration is_____

collegial profession

10: _____is associated with improving the quality and standards of teachers

Teacher professionalism

11: meaning of the term and status of teaching profession is considered to be highly_____and_____in various spheres.

Problematic and polarized

12 “as a strategy for control of teachers manipulated by the State, while also being used by teachers to protect themselves against dilution”. According to ____and _____

Ozga and Lawn (1981),

13: was considered as an important component of teaching profession.

“Autonomy”

14: _____age is marked by a struggle between forces and groups intent on deprofessionalizing

the work of teaching,

post-professional age

15: Old professionalism is concerned with_____

(a) Exclusive membership, (b) conservative practices, (c) self-interest, (d) external regulation, (e) slow to change and, (f) reactive.

16: new (transformative) professionalism are_____

(a) inclusive membership, (b) public ethical code of practice, (c) collaborative and collegial, (d) activist orientation, (e) flexible and progressive, (f) responsive to change, (g) self-regulating, (h) policy-active, (i) enquiry-oriented, (j) knowledge building.

17: teacher professionalism (Sachs, 2003, 17), the meaning of the term changes as a response to external pressures, public discourses and _____

scientific developments.

18: _____approach delineates key traits of a professional occupation, largely based upon law and medicine

Traditional sociological

19: _____versions of teacher professionalism

Two

Ch#2

Marium Awan

1. Role of a Teachers In Education & Student's Life Authored by **Ranga.nr**
2. **Teachers** play a key role in the education and also student's life
3. In many cases of a **successful** student, there seems to be a good teacher
4. The relation in between seems to be very **harmonious** with complete dedication and affection from the teacher towards the student.

5. For an inspiration in being a teacher go through these **1200** quotes for teachers.
6. **Education** is necessary for politicians, businessmen, artists, farmers, religious groups, students
7. Education is necessary for their respective **career growth.**
8. Education is necessary **for politicians, businessmen, artists, farmers, religious groups,** students for their respective career growth.
9. the great teachers were the cause of **political and industrial revolutions** around the world
10. Teacher has to **imbibe** the education of his subject to a complete extent possible to deliver when needed.
11. Teacher has to write books, articles, conduct seminars etc. to **publicize** the knowledge needed to the society
12. . The **education system** has to be designed and taught so that the learners can do some sort of service to society after attaining it.
13. The knowledge has to be imparted to pupil within **short time** period, in a most understandable way using effective teaching strategies like academic software.
14. Teacher should avoid creating **confusion or misrepresenting** of education to students and society.
15. An ideal teacher has to set him or herself as **role models** for upcoming teachers.
16. Teacher plays an important role after **parents** in molding the students.
17. An ideal teacher should be **impartial, disciplined**, not **affected by respect**, insult and at all times be courteous.
18. The teaching should be done from the **level (knowledge)** of learner. Then gradually upgrade to higher level and not the reverse so as to leave them empty minded.
19. Teaching should also be done by reference to standard **textbooks** for each topic on the subject.

20. Textbook helps student get complete and **reliable information**.
21. In the classroom teacher should provide proper **encouragement** for pupils. The child must feel free to approach with any questions or doubts to discuss the issues.
22. Teacher should encourage them to take **notes** in the class.
23. Notes helps them improve their **writing skills, understand better** and stay attentive in class.
24. . Teacher has to use **effective teaching strategies** like chalkboard, videos, pictures, animations to impart the knowledge in an easy manner
25. Many students do not know better options for **future** studies.
26. When a student have some problems in behavior or thought process. Then the teacher's role is **to help student overcome the problem by showing special affection and attention on the student.**
27. Teacher can solve many of the problems of the student in respect to his **thoughts, behavior, career**
28. **The relationship between a teacher and student should be like a fish and water but not like a fish and fisherman.**
29. ***Give respect and take respect is the phrase for* society**
30. ***A student and teacher's relation… It Becomes Give* affection & attention *and take respect and regards from student.***
31. At school, a teacher is like a **parent** to the student
32. Students generally keep a watch on **teacher's life.** So,
33. A teacher has to maintain a good set of manners and try to be a **role model**.
34. In case, parents of any students wish to meet them, the teacher must be ready to listen and **cooperate** with them.
35. Teachers should encourage student **welfare** program, sports, tutoring etc.
36. Even **education trips** are to be included in the school life of the children.

37. It is common that children try to imitate their teachers out of **inspiration** from them.
38. Teacher must maintain his **coolness** and be of composed mind
39. One should play the role of a teacher with **dedication, honesty, affection, and patience.**
40. the career of teaching should not be taken up just for a job but instead for **self-satisfaction and social development**

Ch# 3

QUALITIES OF EFFECTIVE TEACHERS
Chapter no 3
Mcqs by zubia Iqbal

Manages student behavior through clear expectations
Maximizes the physical aspect of the environment
Disciplines students with dignity and respect
Uses strictly commercial posters to decorate walls
The positive and negative behaviors exhibited by teachers
Red flags signaling ineffective teaching are presented
Subject-specific qualities presented for the four content areas
The teacher is the representative of the content and the school
Positions chairs in groups or around tables to promote interaction
lesson plan is a description of what should be occurring in the classroom.
Lesson plans are written for every school day
a good plan doesn't guarantee high quality instruction
Lesson plans are aligned with division curriculum guides
Lesson plans include pacing information
Effective teaching combines the essence of good classroom management, organization, effective planning.
Implementing instruction is like opening night at the theater where all the behind-the-scenes work is hidden and only the magic is seen by the audience.
Uses student questions to guide the lesson
Uses a variety of activities and strategies to engage students
Experiences student behavior problems in Red Flags of Ineffective Teaching.

Transitions slowly between activities or lessons in Red Flags of Ineffective Teaching.
Keeps a log of parent communication
Uses rubrics for student assignments, products, and projects
Participates in Individualized Education Program (IEP) meetings for special-needs students
The true teacher is a master of teaching
Practices honest two-way communication between teacher and administrators.
Treats colleagues with respect and collegiality

3rd Chapter Naina

QUALITIES OF EFFECTIVE TEACHERS James Stronge

1- The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom.

2- teacher responsibilities and behaviors that contribute directly to effective teaching are listed for each of the following categories:

The teacher as a person

Classroom management and organization

Organizing and orienting for instruction

Implementing instruction

Monitoring student progress and potential Professionalism

3- Red flags signaling ineffective teaching are presented at the end of each section.

4- positive and negative characteristics are based on a plethora of research-based studies that address the concept of improving the educational system for both students and teachers.

5- Subject-specific qualities presented for the four content areas typically found in all schools include:

English

History and Social Studies

Mathematics

Science

6- The lists are provided as a vehicle to promote teacher effectiveness.

I. THE TEACHER AS A PERSON
II. I. THE TEACHER AS A PERSON
III. ORGANIZING AND ORIENTING FOR INSTRUCTION
IV. IMPLEMENTING INSTRUCTION
V. MONITORING STUDENT PROGRESS AND POTENTIAL
VI. PROFESSIONALISM

7-The teacher is the representative of the content and the school.

8-The teacher is the representative of the content and the school.

9-a teacher presents himself makes an impression on administrators, colleagues, parents, and students.

10-the teacher relates to the pupils has an impact on the students' experience in the class.

11- The teacher's personality is one of the first sets of characteristics to look for in an effective teacher.

THE TEACHER AS A PERSON

A. Positive Qualities

12- Assumes ownership for the classroom and the students' success.

13-Uses personal experiences as examples in teaching

14-Dresses appropriately for the position.

15-Maintains confidential trust and respect

16-Enjoys teaching and expects students to enjoy learning

17- Looks for the win-win solution in conflict situations.

18-Listens attentively to student questions and comments.

19-Responds to students with respect, even in difficult situations and Communicates high expectations consistently.

19- Conducts one-on-one conversations with students.

20-Has positive dialogue and interactions with students outside the classroom.

22-Invests time with single students or small groups of students outside the classroom.

23-Speaks in an appropriate tone and volume.

B. Red Flags of Ineffective Teaching

24-Believes that teaching is just a job

25- Arrives late to school and class on a regular basis

26- Is not sensitive to a student's culture or heritage

27-Expresses bias(positive or negative) with regard to students.
28-Exhibits defensive behavior for no apparent reason.

CLASSROM MANAGEMENT AND ORGANIZATION

29-A classroom reveals telltale signs of its user's style.

30- A well-organized classroom has various instructional organizers, such as rules, posted on walls.

31-The teacher's plan for the environment, both the organization of the classroom and of students.

A. Positive Qualities

32- Positions chairs in groups or around tables to promote interaction .

33-Manages classroom procedures to facilitate smooth transitions, instructional groups, procurement of materials and supplies, and supervision of volunteers and paraprofessionals in the classroom.

34-Manages student behavior through clear expectations and firm and consistent responses to student actions.

35- Maintains a physical environment where instructional materials and equipment are in good repair.

36-Has students welcome visitors and observers and explain activities.

37- Emphasizes students addressing one another in a positive and respectful manner .

38- Encourages interactions and allows low hum of conversations about activities or tasks.

39-Maximizes the physical aspect of the environment .

40-Provides positive reinforcement and feedback.

41- Disciplines students with dignity and respect.

42-Shows evidence of established student routines for responsibilities and student leadership

43-Exhibits consistency in management style.

B. Red Flags of Ineffective Teaching

44- Does not accept responsibility for what occurs in the classroom.

III. ORGANIZING AND ORIENTING FOR INSTRUCTION

45- teachers plan and organize for instruction, the evidence of effective work is seen in the classroom.

46- An observer in the classroom of an effective teacher can quickly understand the work by viewing the daily lesson objectives and activities posted.

47- A good plan doesn't guarantee high quality instruction.

48- A poor plan most certainly contributes to ineffective instruction.

A. Positive Qualities

49-Students know the daily plan because an agenda of objectives and activities is given.

50- Student assessment and diagnostic data are available.

51- Assessment data and pretest results are included in the preparation of lesson plans.

52- Student work samples are available and considered when writing lesson plans.

53- Lesson plans are aligned with division curriculum guides.

54- State learning objectives are incorporated into lesson plans.

IV. IMPLEMENTING INSTRUCTION

55-Effective teaching combines the essence of good classroom management, organization, effective planning, and the teacher's personal characteristics.

56- The best lesson plan is of little use if the classroom management component is lacking or the teacher lacks rapport with the students.

57- Tells students to "know the material"

V. MONITORING STUDENT PROGRESS AND POTENTIAL

58- Effective teachers use a variety of formal and informal measures to monitor and assess their pupils' mastery of a concept or skill.

59- An effective teacher who has observed and worked with a student has a sense of the potential.

60- Makes instructional decisions based on student achievement data analysis.

61- Communicates with informal progress reports.

62- Uses appropriate and clear language in communications.

63- Participates in Individualized Education Program (IEP) meetings for special-needs students.

VII. PROFESSIONALISM

64- Teachers have been portrayed in a variety of ways in the media, ranging from detrimental images.

65- The true teacher is a master of teaching.

66- Practices honest two-way communication between teacher and administrators.

67- Acts "globally" around the school for the benefit of the whole school.

68- Writes constructive, grammatically correct communications.

69- Contacts central office personnel for technical support when needed.

69- Attends grade-level meetings; is a team player.

70- Effective teachers are easily identified through their adept use of questioning and instruction given in the classroom.

Ch#4 hamza ali

4. INTERPLAY WITH VALUE EDUCATION AND TEACHING PROFESSION

1. The research of Halstead and Xiao (2010) argued that the students' constantly learn values that may not be those that are clearly written and taught as an impact of hidden curriculum.
2. Both teachers and students bring and develop a variety of professional and personal values to classroom relationships.
3. Rogers (1969) said about the student voice that at last someone understands how it feels to the students without wanting to analyzing or judging them. In this way students can grow and learn in a healthy teaching and learning environment.
4. Teachers are emotionally secure and have no need to be defensive.
5. Bruner's (1996) assert that learning ought to be participative (understudies being occupied with their learning), proactive (understudies stepping up with regards to their learning), and cooperative (understudies working with each other and their educator to advance their learning).
6. Biography provides the raw data for discussion.
7. . Effective teaching involves more than simple deduction of qualities or values. It includes examination of the reasons for, and consequences of action, and the transposition of the demonstrated values into student-centred contexts.
8. Values clarification is based on the notion of values-relativity, that is, in contrast to the trait approach.
9. SWOT inquiry (students identifying the relevant Strengths, Weaknesses, Opportunities and Threats relating to an issue or situation).
10. While the students are undertaking the tasks, the teacher visits each group, facilitating by asking questions related to three identified processes (choosing, affirming and acting).
11. The focus of the cognitive theorists is therefore to improve reasoning and facilitate movement through the six stages identified by Kohlberg (1975) towards moral autonomy, rather than to differentiate between right and wrong decisions.
12. Shaftel, 1967 provides an early definition of role-play as 'the opportunity to explore through spontaneous improvisation typical group problem situations in which individuals are helped to become sensitive to the feelings of the people involved'.

13. (‘What might Leif be feeling?’ Why might she think that?’).These questions are part of Briefing.
14. Fully sensitized to the feelings of the characters involved, the players react spontaneously to each other in dialogue it is part of Role-play.

15. Debriefing

16. This is an optional step that is only implemented if the teacher feels a player needs to be extracted from the role.
17. The class may also contribute its perceptions of the interaction, and ‘test’ them by asking the players questions for Reflection on transaction.
18. . In the case of the former, a new player may be chosen on the basis that he/she thought an original player was not sufficiently real (too harsh or too lenient).
19. Teachers need to be committed to a dynamic form of learning in which students are equally as active as the teacher, and operate as constructors of knowledge.

20. . The approaches are also highly emotionally engaging for students. So teachers need to be committed to promoting learning that is participative, collaborative and verbally rich.

Knowledge is often defined as a “justified personal belief.”

Mcqs by zaheer abas

1. According to Joseph Lowman, effectiveness of college teaching can be judged on two dimensions.
2. Clarity (vague Vs clear) is related to WHAT one presents.
3. Positive emotional impact depends on the WAY in which the material is presented by the teacher.
4. The Interpersonal behaviours that motivate students are: Helpful, Encouraging, challenging, Fair, Demanding, Patient, Motivating.

5. Ralph W. Tyler as early as 1951 in an article discussed the essential characteristics of a profession.
6. The purpose of teaching is to facilitate learning.
7. Knowledge base is derived by reading.
8. Teaching is one profession where it is almost impossible to observe other professionals.
9. Observing other teachers teach is a very valuable experience towards becoming a good teacher.
10. Reading educational material will help dispel many myths we have and give us many ideas that we as teachers can try.
11. Reading gives a knowledge base on which our practices must depend.
12. Teachers can form self-study groups- to provide feedback to one another or to have the opportunity to observe other professionals.
13. Treated all pupils approximately equally
14. Gave a pupil a deserved compliment
15. Calm; controlled
16. Create a climate conducive to learning
17. It is easy to change at the skill level. To change attitudes- attitudes towards teaching, towards students is much more difficult.
18. Get feedback from students and peers.
19. Provide clear and substantial evidence That students have learned
20. Encourage students to be analytical listeners

Ch#5

1) Nations in the world attained progress in their societies through utilizing knowledge and generation of knowledge

2) As the education is globalized in the 21st century the most essential is to know the type of education than why to education.
3) The type of education needs to be given which must have its utility value that may able to fulfill individual, social and national needs
4) It means all-around development of a person who is self-aware and self-dependent, one who can make a better self, better surroundings and who can carve out a better history of humanity
5) Multiple meanings have changed and developed over time of teacher professionalism in relation to changing historical, political and social contexts (Hilferty, 2008).
6) Teachers are the changing agents in the education field.
7) choosing the teaching as a profession makes teacher responsible for introducing educational diversity in the classroom,
8) Social norms and cultural values are considered part of professional and social life transferred from a teacher to student.
9) This necessitates academia to become a role model leaving a positive impact on students in and out of the classroom.
10) Students' social needs and various student, classroom and school background are the important factors to determine the instruction of course other than the teacher's background, beliefs and attitudes.
11) Teaching and Learning International Survey(TALIS) also observed such teaching practices which are totally based upon students socio economic, language background, intelligent level, grade level, and size of class.
12) TALIS looks at macro-adaptively i.e. the adaptation of teaching practices to characteristics of the class (Cronbach, 1957).
13) It has been proved from researches that the effectiveness of schools the quality of the learning environment is the factor affecting student learning and outcomes that is most readily modified.
14) The variables such as cognitive and motivational capacities, socio-economic background, social and cultural capital are out of control by the teachers and school.

15) One of the most important task for TALIS is to assess quality, as perceived by teachers, at the classroom as well as the school level.
16) It is not easy to identify the indicators that cause change as the environment generally varies between subject and teacher.
17) The main indicator used for the quality learning environment by TALIS is the time on task
18) Classroom climate has also strong impact on cognitive as well as motivational aspects of individual learning in different subjects.
19) The method used here is adapted from PISA and focuses on the disciplinary aspect.
20) if the teachers wait for a long time for the students to quiet down when the lesson begins it indicates a low level of discipline.
21) School climate is used as an indicator for the school environment in addition to the environment at the classroom level.
22) The structure-oriented teaching practices should primarily relate to high levels of classroom climate.
23) Student-oriented practices should be linked with positive social relations.
24) Social interactions between student and teachers contribute to create healthy learning process and it has implications for both student development and teacher development.
25) Numerous researchers have found that the teacher-student relationship can have positive effects on student development, academic achievement, and cognitive development, determination in higher education.
26) Social context provide the opportunities for meaningful advisement, development of friendships, and testing of ideas and talents.
27) An early pioneer Rogers (1969) found that the facilitation of meaningful learning based upon certain attitudinal qualities which exist in the personal relationship between the teacher and the learner.
28) The key characteristics of successful teaching fall naturally into two main categories.

29) Seven principles of good practice in undergraduate education were extracted from fifty years of research on teaching and learning.
30) These seven principles showed that good teacher encourages contacts between students and faculty, develops mutuality and collaboration among students.
31) Rogers (1983) has reviewed experiential literature to support the conclusion that student behaviors such as talking, participation and instigation and teacher behavior such as smiling, realization to student's self-belongingness and students' autonomy all promote effective learning and personal growth.
32) Teachers' smiling and joking-has a significant positive influence on the interpersonal climate, even when students are sitting and listening to lectures.
33) According to Greeson, (1985, 1986, 1988), effective social arrangements are different ways that teachers and students relate to one another it is not merely things that teachers do.
34) Student -centered approaches are popular today as a welcome corrective to other methods.
35) An instructional strategy in which students work in a small group to achieve the common goals is called cooperative learning (Cooper & Mueck, 1989).
36) Mill (1990) has summarized the main features of cooperative learning.
37) Groups are formed on the bases of heterogeneity in which mixed ability students differences in learning abilities, cultural diversity, and gender.
38) Leadership skills in group work are designed to build team skills and social skills to help students engage in cooperative interaction and show mutual respect.
39) Communication make relationship stable that directly contributes to effectiveness.
40) Seeking and using information on the spot during teaching is a high level professional skill.

41) Teachers' personality is viewed as the instrument of instruction.
42) Jones (1989) report two indicators which include technical and person logical.
43) DeVito (1986) presents nine relationship skills.
44) Teachers should be reflective and be able to able to relinquish control to student.
45) Feedback is considered one of the dominant mechanisms of experiential learning and action research (Kolb, 1984),
46) Interaction in group is linked to feedback.

CH#6

ETHICAL ISSUE PERTAINING TO EDUCATION BY (OSAMA NAVEED)

1. Getting Knowledge is …….. to every Muslim man and women.

(a)Need (b) important **(c) obligatory** (d) none

2. Provide education is the moral duty of:

(a)Government (b) authorities (c) people **(d) both a and b**

3. ……. is the act of interacting people.

(a) Society **(b) school** (c) community (d) bazar

4. There should be …… relation between students and teachers.

(a)Friendly (b) positive (c) pleasant **(d) All**

5. Communication is the ……. of educational process.

(a)Mind **(b) heart** (c) both (d) none

6. Conflicts can easily be removed by ethical

(a)Lines (b) process **(c) frameworks** (d) none

7. Due to market influence in education teachers autonomy

(a)Increases **(b) decreases** (c) same (d) none

8. ……. Found concept of language of learning.

(a)Powel (b) john **(c) biesta** (d) David

9. Learning become more:

(a)Focus (b) concrete **(c) central** (d) all

10. What are the characteristics of ethical environment?

(a)Polite (b) humble (c) respect **(d) All**

1. Teaching is deemed a profession with responsibility, trust and truthfulness.
2. It demands highest standards of professionalism which the teachers are expected to demonstrate.
3. Teachers through teaching transform the society and set examples for the coming generations.
4. The society expects that their behavior reflects ethical and moral integrity.
5. the teachers must practice ethical standards of the teaching profession
6. Ethics are the fundamental ways of human behavior or basic principles of social and personal life.

7. Ethics are concerned with the moral philosophy or codes practiced by a person or group of people
8. Ethics a set of moral principles
9. The discipline dealing with what is good and bad.
10. Ethics can be viewed as a 'philosophy of morality' as it deals with ought and ought not. (Mohony, 2009).
11. In every field of life ethical demand becomes crucial day by day.
12. They are all restricted to follow ethics for the benefit of their stakeholders.
13. Teaching is a moral and ethical activity
14. Teachers are representative of moral values and virtues.
15. Ethics and morals relate with human attitude, behavior and ways of interacting with each other.
16. **Ethics** considered to be the rule or code of conduct provided by external sources in the workplace or governing bodies.
17. Morals are the internal principles of an individual life.
18. Principles of habits with respect to right or wrong conduct.
19. Morals also prescribe dos and donts morality is ultimately a personal compass of right and wrong.
20. Ethics are dependent on others for definition
21. A person strictly follow ethical principles may not have any moral at all.
22. The concept of profession consists in a system of ethical principles expressible as duties or obligation (David, 2012).
23. Professional ethics are acceptable standards of personal and business behavior, value and guiding principles
24. Code of professional ethics are often established by professional organization to aid and direct members in performing

25. Professional ethics is conceived as an extra theoretical component in courses of professional education,
26. Professions provide an important public service.
27. They have a distinct ethical dimension ethical dimension which calls for expression in a code of practice.
28. They require organization and regulation for purposes of recruitment
29. Professional practitioners require a high degree of individual autonomy or independence of judgment for effective practice (Carr, 2000).
30. Any professional enterprise is deeply implemented in ethical concerns and considerations.
31. Teaching is a kind of activity in which human being engage".
32. Teaching brings changes in human learning.
33. Teaching skills can be leaned through specific practical skills. It can be professional one in terms of acquisition of skills.
34. Occupation and profession is different with regard to "moral values".
35. Teaching is regarded as the kind of occupation which people enter for love rather than money" (David, 2000).

36. **Teaching is called profession due to:**
    - Its social obligation
    - Social prestige
    - Community demand
    - Social service
    - Transformation of values and tradition

37 Professionalism is a measure of social strength and authority of an occupational group
38 Teaching profession is notion of regulated autonomy because it acts on behalf of the state in the best interest of its citizens.
39 Teacher professionalism practices are following

- Transfer of knowledge
  - Presentation of content
  - Facilitating learning
  - Developing skills in monitoring and enhancing learning
  - • Ability to exert educational judgment (Frelin, 2013).

Quiz file for grand quiz created by Toseef Maryam

Edu433 Lecture No 6

1:- Relational work skill is the term used to describe the ways in which professionals interact with each other.

2:- Relational skills go beyond knowledge of business models and professional experience to include personal traits.

3:- As with professional skills, relational skills differ from person to person.

4:- Teacher interact with students what they practice in relational manners are: knowledge of students, pedagogical knowledge, principles of classroom management.

5:- Teacher should adopt relational qualities (engagement, authenticity, and understanding) to enhance positive environment in schools.

6:- This relational professionalism impacts on overall school ethical environment.

7:- Different groups in School have cultural, religious and economic differences.

8:- Ethically to cope up all these diverse people is the challenging tasks.

9:- Due to the lack of ethical considerations in all educational setups, the discipline problems are increasing day by day.

10:- Practice of ethics and morality is lead towards the fulfillment of educational goals.

CH#7

Extra quiz midterm

Quiz no 1

1. Conscious blocking of memory is known as:

a) **Suppression** b) repression c) backward interference d) forward interference

2. Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment. Is defined by

a) Hurlock b) crow and crow c) J.E Anderson d) **Liebert, Poulos and Marmor**

3. There are individual differences in development.

a) True b) False

4. Do we indicate exactly in what proportion heredity and environment contribute to the development of an individual?

a) Yes **b) No** c) both have equal proportion d) None of the above

5. The human being is never static comes under the elaboration of which principle?

a) Development involves change b) development follows a pattern

c) Development is a continuous process d) development is unique

6. Carroll represented the structure of intelligence as having----------

a) THREE Tiers b) FOUR Tiers c) FIVE Tiers d) SIX Tiers

7. Development occurs in orderly manner and follows a certain sequences is the principle that

a) Development is a continuous process **b) development follows a pattern**

c) Development proceeds from general to specific d) All of above

8. The ability to understand and deal with people, objects, and symbols

a) Learning b) training **c) intelligence** d) Maturation

9. Third tier of Carroll three stratum is about the

a) General abilities b) Broad abilities c) specific abilities **d) narrow abilities**

10. “Any stimulus that assists the process of locating and recovering information stored in memory”

a) Forward intelligence b) lack of association **c) retrieval cue** d) interference

11. Who defined as: GROWTH is change in size, in proportion, disappearance of old features and acquisition of new ones.

a) Hurlock b) crow and crow c) J.E Anderson d) Liebert, Poulos and Marmor
12. The example of individual test is:
a) **Stanford Binet Test** b) Wechsler Test
c) Gardner's Multiple intelligence Test d) None of above
13. Second tier of Carroll three stratum theory is about the:
a) General abilities **b) Broad abilities** c) specific abilities d) narrow abilities
14. Which aspect influence more on the emotional development of child?
a) Heredity b) nature **c) learning** d) this is yet debate
15. To reduce the ------- the difference between the new and existing knowledge must be
highlighted during instruction and students be encouraged to remember both.
a) Interference b) forgetting c) information decay d) memory loss
16…… refers to changes in a developed organism due to the unfolding ripening of
abilities, characteristics, traits and potentialities present at birth.
a) Maturation b) growth c) development d) All of above
17. Development implies overall changes in the individual.
a) True b) False
18. Ability to monitor and control our own behavior, emotions, thoughts and changing them
according to the demand of situation is known as:
a) Self-regulation b) self **c) intelligence** d) All of above
19. Physical and intellectual development is not effected by genetic and environmental factors.
a) True **b) False**
20. Forgetting old memories of your friends after learning their new numbers is the example of
a) Retroactive interference b) proactive interference c) forward interference d) none of
above
21. Howard Gardner has divided intelligence in ----------categories.
a) 4 b) 6 **c) 8** d) 10
22. Forgetting information from short term memory can be explained using the theories of
a) Trace decay b) interference c) lack of association d) none of above
23. People with high ----------intelligence probably they are good at poems.
a) Logical mathematical **b) verbal linguistic** c) interpersonal d) intrapersonal

24. Retrieval Failure Theory also known as:
a) Forward interference b) interference theory
c) cue-dependent forgetting d) dependent forgetting
26. According to ----------growth refers to structural and physiological changes.
a) Hurlock **b) crow and crow** c) J.E Anderson d) Liebert, Poulos and Marmor
27. ……intelligence depends more heavily on basic information-processing skills-the
ability to detect relationships among stimuli, the speed with which the individual can analyze
information, and the capacity of working memory.
a) Crystallized **b) Fluid** c) intelligence d) All of the above
28. Process that humans use to explain the different degrees of adaptive success in people's
behavior is called
a) Learning **b) intelligence** c) Maturation d) training
29. The ability to learn from experience, solve problems, and use our knowledge to adapt to new
situations is known as:
a) Training b) learning c**) intelligence** d) Maturation
30. Type of group Test in measurement of intelligence is
a) Stanford Binet Test **b) Wechsler Test**
c) Gardner's Multiple intelligence Test d) None of above
31. Motivated forgetting is based on
a) Erikson's Theory **b) Freud's Theory** c) Sternberg Theory d) gardener Theory
32. Growth cannot be measured
a) True **B) False**
33. Most development lists recognize that every characteristics we possess is due to
a) Nature b) nature **c) an interaction of nature and nature** d) either only nature or only
nature
34. Growth is not different from development.
a) True **b) False**
35. The formula of IQ is currently known as
a) Derivation IQ b) IQ c) stand ford Binet IQ test d) all of above
36. Which aspect of human development relates to changes in the way an

individual relates to
others?
a) Physical development **b) social development**
c) Emotional development d) intellectual development
37. Photos, Music, Places, Smells and Objects are the example of
a) Interference **b) retrieval cues** c) links d) forgetting
38. The inability to retrieve previously stored information is known as
a) Loss of information b) lack of association **c) forgetting** d) all of the above
39. ----------denotes the changes in behavior due to training and or experiences.
a) growth b) training **c) Learning** d) development
40. We forget because we are not able to use the correct cues to retrieve or access information.
a) Trace Theory b) decay theory c) interference theory d**) retrieval failure theory**
41. There may be a break in the continuity of growth due to .....
a) nature **b) illness, starvation** c) economic, factors d) all of above
42. in emotional development of child ……and learning both play important role.
a) Maturation b) heredity c) training d) all of above
43. From the following which thing plays little role in physical development.
a) Training b**) learning** c) environment d) all of above
44. Development is concerned with growth as well as those changes in behavior which results
from environmental situations was defined by
a) a) Hurlock b) crow and crow **c) J.E Anderson** d) Liebert, Poulos and Marmor
45. In 1916, ---------- at Stanford University adapted Binet intelligence test for use with
English-speaking school children
a) Gender b) Sternberg **c) lewis terman** d) cattell
46. Understanding other people emotional, social etiquettes and norms of the different
situation is
a) verbal linguistics b) social intelligence
c) **Interpersonal intelligence** d) intrapersonal intelligence
47. Sternberg's (1997, 2001, 2002) triarchic theory of successful intelligence identifies …broad,
interacting intelligences
a) one b) two **c) three** d) four

48. The process of being mature is the concept of
a) Growth b) development c) growth and development d) Maturation
49. Which aspect of development deals with a changes in the way individual becomes capable of
understanding, expressing and controlling personal feelings
a) Physical development b) social development
c) Emotional development d) intellectual development
50. Which aspect of development deals with the change of mental processes becomes more
complex and sophisticated?
a) Physical development b) social development
c) Emotional development **d) intellectual development**

Quiz no 2

1. Which type of thinking requires skill at analyzing the reliability and validity of information, as
well as the attitude or temperament to do so is known as
a) Creativity b) Innovation
c) Critical thinking d) Problem solving
2. The ability to make or do something new that is also useful or valued by others is known as
a) Creativity b) Innovation
c) Critical thinking d) Problem solving
3...The ability in which analysis of complex and ambiguous situation is done and solution is
found is known as
a) Creativity b) Innovation
c) Critical thinking **d) Problem solving**
4. In stages of development what is the age group of senior high school students?
a) 12-14 years b) 12-15 years
c) 12-16 years **d) 15-18 years**
5. In stages of development what is the age group of elementary grade students?
a) 6-9 years b) 9-10 years
c) 9-11 years **d) 9-12 years**
6. In stages of development what is the age group of junior high school students?
a) 9-12 years b) 12-13 years
c) 12-14 years d) 12-15 years
7. In stages of development what is the age group preschool and kindergarten

child?
a) 1-2 years b) 2-3 years
c) 3-6 years d) 5-7 years
8. In stages of development what is the age group of primary grade students?
a) 3-6 years b) 6-7 years
c) 6-8 years **d) 6-9 years**
9. What would be average age of girls in puberty?
a) 10 or 11 **b) 11 or 12**
c) 11 or 13 d) 11 or 14
10. What would be average age of boys in puberty?
a) 11 or 1 b) 13 or 15
c) 14 or 15 d) 15 or 16
11. In which type of positive transfer which is due to specific similarities between the two tasks, for
example, similarities in French and Spanish language in vocabulary, structure sentence, etc.
a) Lateral transfer b) Vertical transfer
c) General transfer **d) Specific transfer**
12. Who develop an alternative behavioral explanation how transfer of learning occurs?
a) Havingshurst b) Erick Erikson
c) **Thorndike** and **Woodworth d)** Pavlove and skinner
13. When some students take time before they speak, evaluate alternative answers and give mostly
correct responses are known as
a) Thematic
b) Impulsive
c) Reflective
d) Analytic
14. In 1990s which subject was taught to improve student's ability to memorize think and
reason?
a) Latin
b) Psychology
c) Geology
d) Science
15. Telling or explaining previously organized information – usually to group is

known as
a) Discussion method
b) Lecture method
c) Inquiry method
d) Concept mapping
16. Outlining is basically a form of the more general strategy of……., or writing down key ideas
and terms from a reading or lecture.
a) Taking notes
b) Memorizing
c) Writing
d) Concept mapping
17. A situation in which previous learning helps subsequent learning
a) Positive transfer
b) Negative transfer
c) General transfer
d) Zero transfer
18. When some individuals give quick and often incorrect responses known as
a) Thematic
b) Impulsive
c) Reflective
d) Analytic
19. in which type of positive transfer of learning previously learnt capability is used in solving a
similar problem in a different context?
a) Lateral transfer
b) Vertical transfer
c) General transfer
d) Specific transfer
20. The process in which something previously learnt influences current learning is known as
a) Learning
b) Meta cognition
c) Transfer of learning
d) Transfer of knowledge
21. Which kind of thinking is stimulated by open-ended questions which have many possible

answers?
a) Critical thinking
b) Divergent thinking
c) Convergent thinking
d) Creative thinking
22. At which grade depression is the most common type of emotional disorder?
a) Primary grades 1, 2 and 3
b) Elementary grades 4, 5 and 6
c) Junior high school 7, 8 and 9
d) Senior high school 10, 11 and 12
24. A situation is which previous learning has no effect on subsequent. New learning is known as
a) Positive transfer
b) Negative transfer
c) General transfer
d) Zero transfer
25.in which type of positive transfer previously learnt capability helps in learning more complex
material in the same area?
a) Lateral transfer
b) Vertical transfer
c) General transfer
d) Specific transfer
26. which kind of students note details when they are exposed to the complex situation
a) Thematic
b) Impulsive
c) Reflective
d) Analytic
27. a type of positive transfer which is due to the use of *some learning strategies such as*
elaboration, imagery and cues is known as
a) Lateral transfer
b) Vertical transfer
c) General transfer
d) Specific transfer
28. which kind of thinking which is *focused, logical about ideas and experiences*

that lead to
specific answers?
a) Critical thinking
b) Divergent thinking
c**) Convergent thinking**
d) Creative thinking
29. who is author of process of education?
a) john dewy
b) Jerome burner
c) Aristotle
d) thorndike