

Autumn Semester Examination 2017
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN 101/102(Child Development)
Writing Time: Three Hours

Programme: B.Ed (Pry & Dzo)

Level: I
Full Marks: 100

Instruction:

Read the following directions carefully:

Do not write for the first fifteen minutes. This time is to be spent in reading the questions. You will get three hours to answer the questions

This question paper consists of two sections: Section A and Section B. You must read the questions carefully and ensure how many questions are required to be answered from each section.

Marks for each question are indicated within brackets.

Follow the instruction given in each section.

Section A

20 Questions -20 Marks

Answer All the Questions

Direction: From a choice of four possible answers given in each question, choose and write the MOST APPROPRIATE answer in your answer paper with proper letter against it.

Question 1

- a. The fact that children in schools are first taught the alphabets followed by word formation and then finally sentence structure is based on _____ characteristics of the development.
 - A. changes over-time
 - B. simple to complex
 - C. similar for all
 - D. useful changes

- b. At the beginning of school year, Ms. Karma always tries to find out where each of her student is from, what their interest, experiences, likes, dislikes and strength and weaknesses are. Which of the following is she most likely to believe in?
 - A. Children develop continuously.
 - B. Children develop in many different ways.
 - C. Children's development is determined early.
 - D. Children's development is influenced by nature.

- c. During an exam, Karma sits next to a bright student in his class. Karma can clearly see his class mate's answer sheets, but refrains from copying the answers. Which of the following might affect Karma's behavior?
- A. Id.
 - B. Ego.
 - C. Instinct.
 - D. Superego.
- d. Every student at PCE started drinking coca-cola due to the influence from social media. At the individual level students are aware of the harmful affects of drinking it, yet, they continue to drink it. This trend can be best explained by
- A. Behaviorism.
 - B. Cognitivism.
 - C. Psychodynamics.
 - D. Moral theory.
- e. According to Erikson, scolding a child in front of his/her friend for a bad performance leads to feelings of inadequacy, uselessness and incapability. He is describing a child who is feeling
- A. guilt.
 - B. inferior.
 - C. shame and doubt.
 - D. confused with his role.
- f. A student in the class is given a "detention" for a bad behavior. The student starts to cry, and the teacher ends the detention to comfort the child. As soon as the teacher comforts the child, the crying stops. Over the next week, the teacher begins to punish less and less in response to student's cries, to comfort the student. Who is being trained here?
- A. The child- the teacher is using positive punishment to decrease child's undesirable behavior.
 - B. The child- the teacher is using positive reinforcement increase child's desirable behavior.
 - C. The teacher-The child is using negative reinforcement to increase the teacher's comforting behavior.
 - D. The teacher -the child is using positive reinforcement to increase the teacher's comforting behavior.

- g. When the first child starts crying because of the pain of the needle piercing through his/her body, all the children down the line start to cry and eventually, every child on the line is crying even before they see the needle. In this example, crying is
- A. voluntary response.
 - B. operant response.
 - C. vicarious response.
 - D. conditioned response.
- h. Dorji normally feeds his cat with potatoes. He notices that every time he opens the potato pot, his cat comes to the kitchen. What is the conditioned stimulus?
- A. Dorji.
 - B. Potato.
 - C. Feeding the cat.
 - D. Sound of the potato pot.
- i. In classical conditioning when the neutral stimulus is repeatedly presented alongside a physiologically relevant stimulus, the later is known as, the
- A. conditioned response.
 - B. conditioned stimulus.
 - C. unconditioned stimulus.
 - D. unconditioned response.
- j. One difference between classical and operant conditioning is that
- A. animals learn only by operant conditioning.
 - B. operant conditioning occurs when a response is not affected by consequences.
 - C. operant conditioning involves learning in which stimulus and response before conditioning are associated with one another.
 - D. classical conditioning involves learning in which stimulus and response before conditioning are associated with one another.
- k. A child believes everyone who wears spectacles should be called by name Dema because her aunt Dema wears spectacles. This is a good example of
- A. syncretic reasoning.
 - B. intuitive reasoning.
 - C. animistic reasoning.
 - D. transductive reasoning.

- l. Deki and her mother are playing with an interesting toy. Deki's mother shows the toy to Deki. Deki is very excited and reaches for the toy. The mother, however, quickly hides the toy behind her back. At this point, Deki turns away from her mother and begins to watch the TV. Deki is displaying
- A. centration.
 - B. A B errors.
 - C. lack of object permanence.
 - D. lack of mental representation.
- m. You have taught a new mathematics skill to your class, and find that some students have learnt quickly, while others are still having difficulty applying the skill. Based on Vygotsky's principles of assisted learning / zone of proximal development, you should
- A. give all students more practice problems.
 - B. give all students for more instruction in the performance of math skill.
 - C. go on to the next skill and put students in cooperative learning groups.
 - D. pair students for more practice, pairing students who have mastered the skill with those who have not.
- n. Self-criticism emerges out of
- A. self-regulation.
 - B. self-conscious emotions.
 - C. emotional contagion.
 - D. emotional display rules.
- o. A baby is playing with some blocks while his mother and a stranger watch. When his mother gets up to leave the room, he does not seem to be distressed and continues playing. When the mother returns and calls to him, he turns his head away from the direction of her voice and continues playing with his toys. What pattern of attachment does the baby seem to be exhibiting?
- A. Secure attachment.
 - B. Avoidant attachment.
 - C. Disorganized attachment.
 - D. Anxious ambivalent attachment.
- p. Mary Ainsworth believes that attachment security depends on
- A. how sensitive and responsive the caregiver is to infant signals.
 - B. the mother's love and concern for the welfare of her child.
 - C. the consistency of parental responses during the child care routine.
 - D. reinforcement of attachment behaviors by the caregiver.

- q. Choden is six year old. When you ask her about the rules in her classroom, she lists several, including, "Listen to the teacher," "Be respectful to others," and "Keep your hands to yourself." You then ask her why the rules are important, and she responds, "Because teacher says so, and you don't want to get a note sent home to Mom." Which level of moral development is Choden demonstrating?
- A. Conventional.
 - B. Obedience orientation.
 - C. Punishment avoidance.
 - D. Reinforcement achievement.
- r. In _____ and _____ child rearing style, the child can grow in an adolescent with poor emotional self-regulations, and anti-social behaviours.
- A. authoritative and permissive
 - B. permissive and authoritarian
 - C. negligent/uninvolved and permissive
 - D. authoritarian and negligent/uninvolved
- s. Essay questions tend to be more difficult than multiple choice because with an essay question,
- A. there is more to read and write.
 - B. recall is required rather than recognition.
 - C. there are more cues to help you remember.
 - D. recognition is used more often, which allows more interference.
- t. Psycho-social dwarfism is caused by
- A. extreme emotional deprivation.
 - B. deprivation of physical interaction.
 - C. diet, low in all essential nutrients.
 - D. unbalanced diet very low in protein.

Section B

Twelve Questions -80 Marks

Answer Only Eight Questions

Direction: There are TWELVE questions in total. Choose EIGHT questions and answer the questions as directed in the answer sheet provided to you. The intended marks for each question is given in the brackets.

Question 2

(4+2+4)

Explain the difference between continuous and discontinuous development with an example each in terms of child development. Which one do you agree with and why? What possible implications could your belief in one of the above have on your teaching approach?

Question 3

(4+4+2)

“Education for most people, means trying to lead the child to resemble the typical adult of his society...but for me, education means making creators” -Piaget.

- What does this statement tell about Piaget’s belief in children’s cognitive growth?
- What are some of the common practices in Bhutanese schools that goes against this saying? What can you do about these practices?
- In line with Piaget’s 2nd stages of cognitive development, explain how you would develop your teaching methods to facilitate a child to become a creator.

Question 4

- How can a teacher identify children’s zone of proximal development (ZPD)? How can teachers help children cross the ZPD? (2+3)
- Dema’s 7-year-old son talks aloud to himself while he plays. Dema wonders whether she should discourage this behavior. Using Vygotsky’s theory, explain why the son talks to himself. How would you advise Dema? (2+3)

Question 5

(5x2)

Bronfenbrenner’s Ecological Systems Theory helps us to remember that most issues of child development have complex origins. Describe each of the systems we talked in the class in relation to how each of these systems might contribute to children’s learning.

Question 6

(1+ 3x3)

Imagine you are giving a speech to a group of parents and teachers who have asked you for advice on how to raise a moral child. First, tell them what morality and moral development means and using Kohlberg’s three moral developmental stages, explain to them how to raise a moral child.

Question 7

(2+4x2)

What is Identity development? Explain Marcia’s four identity statuses, and indicate specific life events that would push children toward each of the four identity statuses.

Question 8

(2+4+4)

Using the information from the class notes, make a list of characteristics that maybe seen in activists and reflectors. Use these lists and explain how you would teach these learners. Also, make a check list of assessment tools you would use to assess their learning.

Question 9**(2+4+4)**

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized (Ginott, 1975).

What message do you get from the above statement? What are some things you can do to promote emotional intelligence among your children? What are the strategies that you can use to promote emotionally safe classrooms?

Question 10**(5+5)**

Evaluate the advantages and disadvantages of categorizing and labelling a child as having various kinds of intelligence.

Question 11**(5x2)**

What is the most important thing you learned this semester in each of the following theory. How will this learning help you teach better?

- a. Personality theory
- b. Psychosexual theory
- c. Attachment theory
- d. Parenting styles
- e. Ethological theory

Question 12**(5x2)**

According to Erikson's psychosocial theory, children develop inferiority when exposed to negative experiences at home and school leading to feelings of incompetence. As a teacher, suggest five strategies to enhance the development of industry in school age children?

Question 13**(2+2+6)**

What does observational learning theory say about children's growth? Discuss at least three conditions/attributes teachers must possess in order to be considered role model. Discuss at least three cases where Bandura's emphasis on modeling may fail to work.