

Spring Semester Examination 2018

Paro College of Education

Royal University of Bhutan

Paro

Module: EDN104/ 204 (Learning Process)

Programme: B. Ed (S/ Dzo)

Level: I & II

Writing Time: Three Hours

Full Marks: 100

Instructions:

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 instructions given in each section.

SECTION A

One Question (10 marks)

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 task that an individual can accomplish only with the assistance of a more experienced person represents the learner's
 - A. scaffolding practices.
 - B. more knowledgeable others.
 - C. zone of proximal development.
 - D. actual level of development as compared to potential level.
- b. You are teaching class V students the theories of motivation and you notice that they are confused and distracted. Vygotsky would say you are ignoring
 - A. cultural influence.
 - B. scaffolding process.
 - C. language before cognition.
 - D. cognitive readiness to learn.

- c. The goal of the educator when using the scaffolding teaching strategy is
 - A. provide individualized and differentiated instruction.
 - B. to help teachers reach the highest competency level.
 - C. to use prompts, hints and partial solutions to help learners.
 - D. for the student to become an independent and self-regulating learner.
- d. 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 to master the skill.
 - B. pair students who have mastered the skill with those who have not.
 - C. give all students for more instruction in the performance of math skill.
 - D. go on to the next skill and put students in cooperative learning groups.
- e. Which of the following principles of constructivist theory are we applying when we relate the present learning to the learning from the past?
 - A. Learning is contextual.
 - B. One takes time to learn.
 - C. Learning needs memory.
 - D. One needs knowledge to learn.
- f. According to situated learning theory, an effective teacher would most likely
 - A. ask learners to study themselves.
 - B. build models to represent real-life events.
 - C. use his/ her expert knowledge to guide learners.
 - D. use diagrams to illustrate complex concepts and principles.
- g. In experiential learning, this stage of learning cycle emphasises personal involvement with people in everyday situations. The learner would tend to rely more on feelings than on a systematic approach to problems and situations. Which stage is this referring to?
 - A. Concrete experience.
 - B. Reflective observation.
 - C. Abstract conceptualization.
 - D. Active experimentation.
- h. Cognitive apprenticeship differs from traditional apprenticeship in that it
 - A. focuses on teaching concepts rather than skills.
 - B. is more effective than the traditional apprenticeship.
 - C. rejects the concept of formal schooling and shadow learning.
 - D. focuses on cognitive and meta-cognitive skills and processes.
- i. The main advantage of peer tutoring is that
 - A. tutee is easily convinced by the tutor who is their friend.
 - B. the similarity between the tutor and tutee encourages development of trust.
 - C. tutor is more knowledgeable and can provide better concrete experiences.
 - D. tutor easily understand tutee's problems because they are cognitively closer.

- j. For you as a teacher, the main message from the trial and error theory is
- A. teachers are not expert at everything and they will make mistakes.
 - B. teachers should practice patience because everyone makes mistakes.
 - C. students must make mistakes in order to learn and teach meaningfully.
 - D. use trial and error theory when students do not have any prior experiences.

SECTION B

Six Questions (90 marks)

Direction: There are *TWELVE* questions in this section. Choose any *SIX* 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

(5+5+5= 15)

- a. Explain FIVE laws of learning with an example each.
- b. What are some of the factors that could influence the quality of learning?
- c. What are the defining characteristics of learning and why should you care about it?

Question 3

(5+5+5= 15)

Imagine you are giving a speech to a group of parents and teachers who have asked you for advice on how to use behavioral consequences from operant conditioning.

- a. first, tell about the different types of consequences discussed by Skinner.
- b. second, explain to them why some of the consequences do not work.
- c. finally, provide them with strategies to make consequences more effective.

Question 4

(3+6+6= 15)

Answer the following questions based on classical conditioning.

- a. How does classical learning happen?
- b. Why do most Bhutanese students dislike school? Show the process of how children might develop negative feelings for the school using classical conditioning.
- c. What can you as a future teacher do to solve the above challenges?

Question 5

(1+8+6=15)

- a. What does observational learning theory say about children's learning?
- b. Discuss FOUR conditions/ attributes teachers must possess in order to be a role model.
- c. Based on the processes of observational learning, discuss three cases where Bandura's emphasis on imitation and modeling may not work.

Question 6

(3+6+6= 15)

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).

- a. What does this statement tell about Piaget's belief in children's cognitive growth?

- b. What are some of the common practices in Bhutanese schools that goes against this saying? What can you do about these practices?
- c. Explain how you would develop your teaching methods to facilitate a child to become a creator.

Question 7

(5x3= 15)

What are the take away messages from Gestalt theory? Discuss FIVE messages with relevant examples.

Question 8

(5x3= 15)

Develop FIVE memory strategies to help students overcome forgetting. Specify which reasons of forgetting you are targeting and why.

Question 9

(5x3= 15)

Of all the theories on motivation, which theory do you think explains the learner's motivation the best? Justify with five reasons.

Question 10

(5+10= 15)

Why is learning for transfer so hard? What can you do as a teacher to promote transfer of learning from classroom to real life situations? Discuss FIVE points.

Question 11

(5+10= 15)

Most of our classroom instructions and assessments appear to ignore those learners who are intellectually, emotionally, and behaviourally different. Based on this statement answer the following questions.

- a. Describe some of the barriers to learning for individuals who are different.
- b. Illustrate possible actions you can take as an individual teacher to overcome those barriers you described.

Question 12

(5x3= 15)

How would the following theories explain learning or define learning.

- a. Classical conditioning.
- b. Operant conditioning.
- c. Piaget's cognitive theory.
- d. Vygotsky's Sociocultural theory.
- e. Information processing theory.

Question 13

(5x3= 15)

Write FIVE most important things that you learnt from this module and explain how would you use these in your teaching.