

Spring Semester Examination 2018
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN417 (Foundation of Early Childhood Education))

Program: B.Ed (P)

Level: IV

Writing Time: Three Hours

Full Marks: 100

Instructions: Do not write during the first 15 minutes; use this time for reading the questions. You will get full three hours for answering the questions. Write the answers to all the questions in the answer sheets provided by the college. Read the Instructions for each section and each question carefully before answering them.

SECTION A
Multiple Choice Question – 20 Marks

Question 1

(10X2=20)

Direction: Each question/statement in this section is followed by four possible choices of answers. Choose the most correct answer and write the letter of that correct answer against the number of each question/ statement on your answer paper.

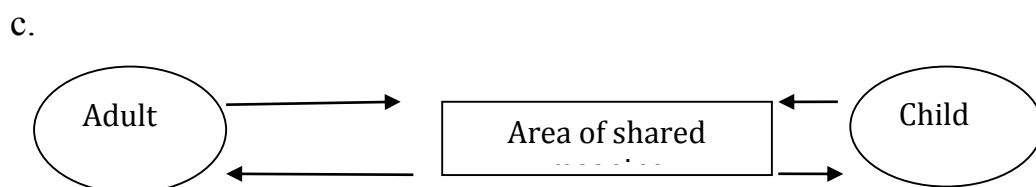
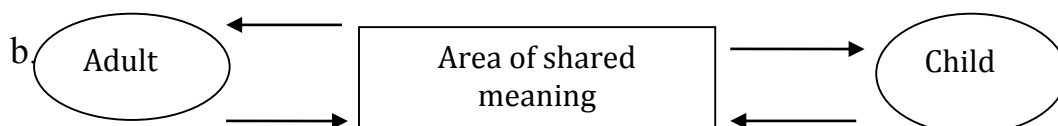
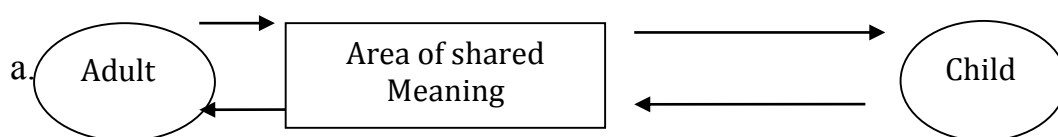
1. Some researchers are of the view that this term has a more adult-directed connotation to it.

A. Scaffolding
B. Co-construction
C. Social construction
D. Zone of proximal development

2. The following countries and curriculums are correctly matched **EXCEPT**

A. Australia- High Scope
B. New Zealand- *TeWhāriki*
C. United Kingdom- Early Years Foundation Stage(EYFS)
D. Bhutan- Early Years Learning and Development Standards (ELDS)

3. Early Learning and Development Standards (ELDS) of Bhutan has
- four learning domains.
 - six learning domains.
 - five learning domains.
 - seven learning domains.
4. All the following statements about brain development are true EXCEPT
- A 3-year-old toddler's brain is twice as active as an adult's brain
 - 75 % to 80% of brain development takes place in the first three years of one's life.
 - The brain's development depends entirely on the genes with which you are born.
 - Early experience and interaction with the environment are most critical in a child's brain development.
5. The diagrams below show different types of interaction between an adult and a child. In which interaction would the co-construction of knowledge take place?



- a
- b
- c
- a & c

6. Helping children in thinking further/higher, see something deeper, prolonging or enhancing a child's interest is specifically called
- A. a child's play
 - B. co-construction
 - C. intentional teaching
 - D. sustaining shared thinking
7. Assessment provides educators, parents, and families with critical information about child's development and growth. All the following are benefits of assessment EXCEPT
- A. Identify what should be measured
 - B. Provide a record of growth in all developmental areas: cognitive, physical/motor, language, social-emotional, and approaches to learning.
 - C. Identify children who may need additional support and determine if there is a need for intervention or support services.
 - D. Identify the strengths and weaknesses within a program and information on how well the program meets the goals and needs of the children.
8. Some longitudinal studies have affirmed that children provided with direct or programmed instruction show increased
- A. stress
 - B. success
 - C. interest
 - D. discipline
9. Representation is the process of meaning making using
- A. pedagogy
 - B. curriculum
 - C. co-construction
 - D. available resources
10. Pedagogy refers to the interactive process between teacher and learner and the learning
- A. activities.
 - B. objectives.
 - C. curriculum.
 - D. environment.

SECTION B
Short Answers - 20 Marks

Question 2

(4X5=20)

Direction: From the six concepts given below choose **FOUR** and write two critical attributes that characterize the concept **accurately**.

- a. Socio-cultural theory
- b. Intentional teaching
- c. Inter-subjectivity
- d. Zone of Proximal Development
- e. Co-construction
- f. Community of practice

SECTION C

Questions- 60 Marks

Question 3

(6 X 10 = 60)

Direction: Choose **SIX of the statements/questions** given below. Provide analytical explanations and examples for each of the statements in not more than 200 -250 words. Understand the statements before you start to write so that you can make the best use of the word limit.

- a. Explain the “velcro effect” and “on the fringes”. How can inclusive education be truly practised in an early childhood education setting?
- b. ‘Childhood should be regarded as a part of society and culture than a precursor to it; and that children should be seen as already social actors not beings in the process of becoming such’. Explain the statement.
- c. ‘Learning stories are designed to reflect and enhance reciprocal and responsive interactions’ – Explain the statement.
- d. What are the importance of working with families and communities in an early childhood education setting? List three ways you will link the two worlds of a child.

- e. “Our school is child-centered” is what most teachers in Bhutan say about their schools. Use Weikart’s (2000) diagram given below to help you critique the above statement.

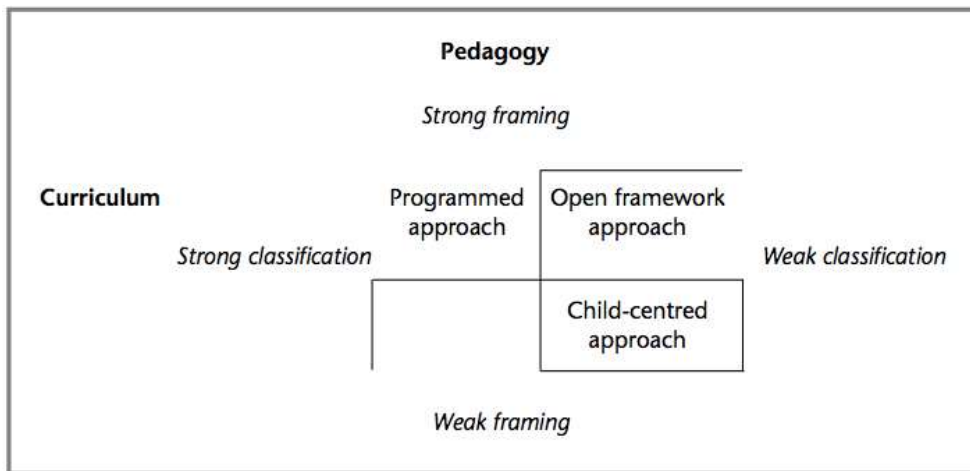


Figure 11.2 Pedagogy framing and curriculum classification.

- f. If you are to develop an early learning curriculum for your ECCD centre, what would be the four most important components that you would include in it? Justify.
- g. “Literacy is more than just text” – explain it with the help of Nichols’s (2000) diagram given below.

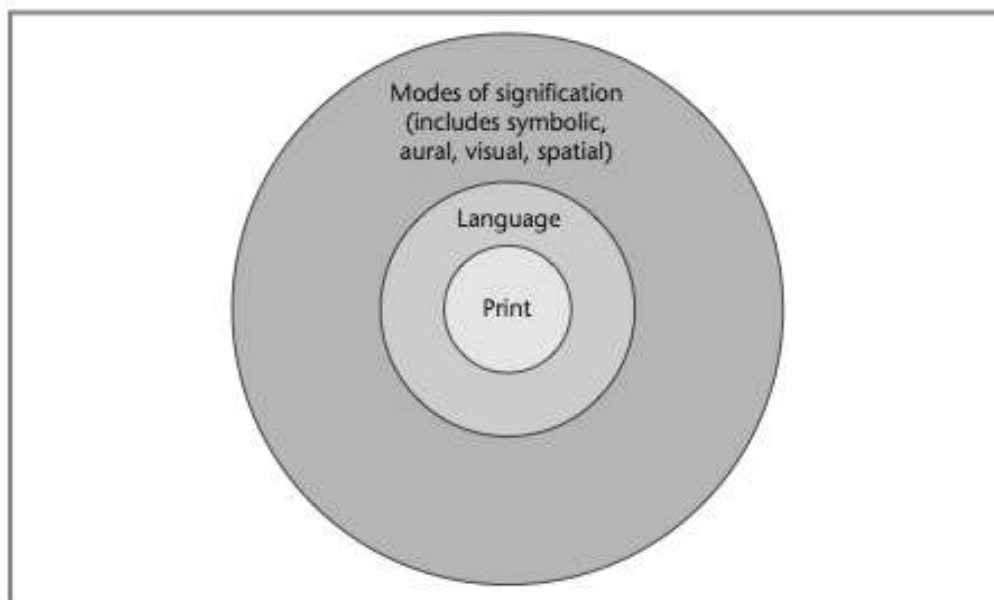


Figure 13.1 A semiotic model of literacy (Nichols, 2000).