

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2014
B.Ed (P) IV – Knowing, Learning, and Teaching (EDN- 416)

Full Marks: 100

Time: 3 hours

Instruction:

Do not write for the first ten minutes. This time is to be spent in reading 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. Also, take note of time duration for writing each answer, and follow the instruction given in each section.

Section A (20 marks)

Question 1

From a choice of four possible options given in each question, choose and write the MOST APPROPRIATE option in the answer paper with the correct letter against it. All the questions are compulsory. Each question is worth two marks.

- a) Which one of the following is true to understanding while discussing popular tree –image of knowledge or knowing?
 - A. Branches
 - B. Seed
 - C. Roots
 - D. Growth
- b) Which one of the following is education or educating is true in the context of knowing-diversity?
 - A. Controlling
 - B. Managing
 - C. Engaging
 - D. All of the above
- c) In the context of Knowing, learning, and teaching, an apple is popularly compared with which one of the following?
 - A. The School
 - B. The teacher
 - C. The Education
 - D. The student.
- d) Which one of the following suits best to the term conception?
 - A. The principle that there is a cause for everything that happens
 - B. Belief or opinion, often held by many people and based on how things seem
 - C. An idea of what something or someone is like, or a basic understanding of a situation or a principle.
 - D. None of the above

- e) In Piaget's Cognitive Development Stages, which one of the following is true to Concrete Operational Stage?
- A. The infant uses his/her senses and motor abilities to understand the world
 - B. The child uses mental representations of objects and is able to use symbolic thought and language
 - C. The child uses logical operations or principles when solving problems
 - D. The child uses logical operations in a systematic fashion and has the ability to use abstractions
- f) Which one of the following educational notion is appropriate to development?
- A. There are definite end points to conceptual progression/development.
 - B. Stages of development are non-over-lapping.
 - C. Stages of development are sequential.
 - D. Development refers to recursive cycles and feedback loops, like a cyclist moving over a varied terrain.
- g) Which one of the following means holding converted information in memory for later use?
- A. Coding
 - B. Encoding
 - C. Storage
 - D. retrieval
- h) Which one of the following is related to the Episodic Memory?
- A. Sensory Memory
 - B. Short Term memory
 - C. Long Term memory
 - D. None of the above
- i) Which one of the following is most appropriate to Enabling constraints?
- A. Knowing
 - B. Learning
 - C. Teaching
 - D. Both A and B
- j) Which one of the following is true to rehearsing information and then storing it for long term use?
- A. Psychoanalytical theory of learning
 - B. Behaviourism
 - C. Constructivism
 - D. Cognitivism

Section B (80 marks)

Answer any **four** questions from this section. Answer all the sub-questions from each question selected. All the questions carry equal marks. Always answer the questions in the context of the module offered.

Question 2**(3 + 3 + 4 + 5 + 5 = 20)**

- a) Evaluate each of the following in the educational contexts.
 - i. Teaching as *prompting learning*
 - ii. *Learning is about transforming what is known*
 - iii. *Education with knowing differently rather than knowing more* is humanity's best hope.
- b) Differentiate empiricism from imperialism explicitly.
- c) How would you, as a teacher, frame school curriculum on the basis of Empiricism and Imperialism?

Question 3**(10 + 10 = 20)**

- a) How would you, as a future teacher, practice complexity and complication in the context of knowing?
- b) How would you, as a student teacher apply partiality and diversity in terms of knowing?

Question 4**(4 + 10 + 6 = 20)**

- a) What is developmentalism?
- b) Which stage(s) of psychosocial theory of Erik Erikson do you believe is/are important for the teachers with Bachelor of Education Primary? Justify your choice with four reasons.
- c) Discuss any three functions of Mirror Neurons.

Question 5**(10 + 10 = 20)**

- a) Differentiate Behaviourism from Mentalism explicitly
- b) Summarize at least five key features of correspondence theories.

Question 6**(5 + 15 marks = 20)**

- a) How would you, as a teacher, go about *enabling constraints* from the teaching perspectives?
- b) How would you, as a teacher, practise to know, learn, and teach using the technique of *an interrogation of webs of association of knowing, learning and teaching*?

Question 7**(5 x 4 = 20)**

- a) Write critical notes on any five of the following. Please base your answers to the module.
 - i. Power Laws
 - ii. Disability
 - iii. Roles of teachers to assist their pupils to be smarter in learning
 - iv. Critical Pedagogy
 - v. Identity Formation
 - vi. Mysticism- religion
 - vii. Feedbacks Loops
 - viii. Living Classrooms