

Autumn Semester Examination 2015
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN416 (Knowing, Learning, and Teaching) **Program:** B.Ed (P) **Level:** IV/DE III
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 directions to each section and to each question carefully before answering the questions.

Section A (40 Marks)

Instruction: Each question in this section is followed by four possible choices of answers. Choose the most correct answer and write it down in the answer sheets. You may write only the question number and its correct answer in your answer sheets.

Question 1

- a. Knowing, learning, and teaching are widely
 - A. separable.
 - B. disconnected.
 - C. different phenomenon.
 - D. interconnected.

- b. The importance of attending to the knowings that arise in diverse cultures, eras, and landscapes is
 - A. sufficiency.
 - B. partiality.
 - C. diversity.
 - D. interconnectivity.

- c. Teaching from a diversity point of view is about nurturing diversity in
 - A. social and political systems.
 - B. biological and cultural systems.
 - C. philosophical and sociological systems.
 - D. spiritual and economic systems.

- d. A knower's knowing is subject to constant modification; yet at the same time, one's sense of the world is curiously inadequate. This statement is an example of
- A. sufficiency.
 - B. diversity.
 - C. partiality.
 - D. interconnectivity.
- e. Historically, one of the concepts indicated below is rooted in a desire to have a younger generation see things in the same way.
- A. Awareness
 - B. Perception
 - C. Attention
 - D. Consciousness
- f. Every person to person we are different, and our sense change as we age. So, our perception of our own world changes with the sense. This is an example of
- A. learning and perception.
 - B. culture and perception.
 - C. biology and perception.
 - D. culture and learning.
- g. Seeing the world through Euclidian Geometry, and then reorienting your consciousness to a more fractal understanding of geometry is an example of how teachers can orient students. Which one of the following concepts relates to this statement?
- A. Memory.
 - B. Embodiment.
 - C. Feedback.
 - D. Perception.
- h. The word which entered into the English language through the concept of the carpenter's square, or a 90 degree angle is
- A. development.
 - B. enacting norms.
 - C. normal.
 - D. normal distributions.
- i. Different systems of knowing are nested inside other systems of knowing: bodily, person, collectives, societies, species, ecosphere. This is an example of
- A. normalism.
 - B. development.
 - C. Euclidean.
 - D. embodiment.

- j. The nature of knowledge is embodied and
 - A. separable.
 - B. situated.
 - C. sufficient.
 - D. centralized.
- k. The theory that rejected machine based metaphors in favour of biological ones is
 - A. Correspondence theories.
 - B. Coherence theories.
 - C. Complexity theories.
 - D. Developmental theories.
- l. Lines, arrows, and finite forms are not useful when talking about one of the following types of learning.
 - A. Fractal
 - B. Euclidian
 - C. Normalism
 - D. Developmentalism
- m. The most dominant theory of learning through most of the 20th century is
 - A. Mentalism.
 - B. Coherence.
 - C. Behaviorism.
 - D. Complexity.
- n. Phrases related to learning such as internalizing, inputting, storing and processing is an example of
 - A. Behaviorism.
 - B. Complexity.
 - C. Coherence.
 - D. Mentalism.
- o. The theory that is concerned with interpersonal dynamics and collective activity is
 - A. Constructivism.
 - B. Constructionism.
 - C. Cultural and critical.
 - D. Ecological.

- p. Which of the learning theories might be taken as a recommendation to simultaneously consider an array of coherence theories?
- A. Mentalism.
 - B. Complexity.
 - C. Behaviorism.
 - D. Developmentalism.
- q. A web of associations that includes the methods, strategies, theories, and practices that define a culture is called
- A. Intelligence.
 - B. Technology.
 - C. Exceptionality.
 - D. Giftedness.
- r. The factor that underpins or supports the human ability to come together in grander cognitive systems is
- A. Language.
 - B. Diversity.
 - C. Sufficiency.
 - D. Constructionism.
- s. The consciousness which is discarded and forgotten once the task is completed is called
- A. Mimetic.
 - B. Mythic.
 - C. Theoretical.
 - D. Episodic.
- t. Which of the following is the odd one out in the chapter “Learning Minds”?
- A. Disability.
 - B. Sufficiency.
 - C. Intelligence.
 - D. Exceptionality.

Section B (60 Marks)

Instruction: This section contains SIX questions. You can choose any FOUR questions from this section. Each question carries 15 marks.

Question 2 (15)

- a. Discuss four of the measures that you would adopt to examine the commitments in knowledge claims.

OR

- b. How do biological and cultural roots of perception affect one's learning?

Question 3 (15)

- a. In your own words, justify the statement, "development should not be thought of as a linear, predetermined progress through clearly defined stages, it might be better considered as a process of recursive elaboration moving to ever more sophisticated ways of interpreting experience."

OR

- b. How do knowledge and memory complement each other?

Question 4 (15)

- a. Justify the statement, "a complex system is a system that learns" by providing a relevant metaphor from the textbook on "Engaging Minds."

OR

- b. Compare the learning positions advocated by behaviorist and mentalist traditions.

Question 5 (15)

- a. Substantiate the statement, "there are no validated accounts of exceptional giftedness erupting without years of concentrated study and focused practice" by providing a relevant anecdote from the module.

OR

- b. The chapter on *Learning Forms* introduces us on the concept of "technology and the structures of thought and culture." In this connection, identify the particular technology in focus and highlight its contribution to the society.

Question 6 (15)

- a. Discuss the conceptions of teaching from correspondence theories of teaching and learning.

OR

- b. Explain the rationale behind "inclusive and critical" perspectives on teaching.

Question 7**(15)**

- a. Justify the statement, “problems arise when redundancy is the only ingredient – it contributes to the stability of a system, but the cost of a highly redundant system is the increased likelihood of an unintelligent system” by providing your lived-experience of our education system.

OR

- b. Why do you think teachers need to be aware of ethics of responsibility?