

Royal University of Bhutan
Paro College of Education
Autumn Semester Examination – 2013

B.Ed(P) IV- Foundation of Early Childhood Education (EDN417)

Full mark: 100

Time: 3 hours

Instruction:

1. *Please do not write for the first TEN minutes. This time is to be spent in reading the questions. The time given above is the actual time for writing your answers.*
2. *There are THREE sections A ,B and C. Read the instruction given under each section and answer the questions accordingly.*
3. *Intended marks are given in the brackets ().*

Section A (15x2=30 marks)

Question 1

From a choice of four answers given against each question, choose the correct answer. Write the letter of that correct answer – a, b, c, d against each question in your answer paper

- a. Early Childhood is defined as
 - i. The period of life from infancy to five years old.
 - ii. The period of life from infancy through eight.
 - iii. The period of life from infancy to six years old.
 - iv. The period of life from early childhood to middle childhood.
- b. The following country and curriculum are correctly matched **EXCEPT**
 - i. United Kingdom- Early Years Foundation Stage(EYFS)
 - ii. New Zealand- *TeWhāriki*
 - iii. Bhutan- Early Years Learning and Development Standards (ELDS)
 - iv. Australia- High Scope
- c. Early Learning and Development Standards(ELDS) of Bhutan has
 - i. Four learning domains
 - ii. Five learning domains
 - iii. Six learning domains
 - iv. Seven learning domains.
- d. For Vygotsky, learning is supported and enhanced by others through social interaction. Which of the following is not an important concept in Vygotsky's theory?
 - i. The zone of proximal development
 - ii. Intersubjectivity
 - iii. Scaffolding

- iv. Schemes
- e. All the following statements are true **EXCEPT**
 - i. Robert Owen is the founder of infant and nursery education in United Kingdom.
 - ii. Early Years Foundation Stage curriculum has seven learning areas.
 - iii. *Te Whāriki* is the first bicultural early childhood curriculum.
 - iv. United Kingdom has uniform school entry age.
- f. Developmentally appropriate practices in education are based on typical development at a given age as well as the uniqueness of each child. This type of schooling is considered:
 - i. Age appropriate but not individual appropriate.
 - ii. Both age and individual appropriate.
 - iii. Individual appropriate but not age appropriate.
 - iv. Neither age nor individual appropriate.
- g. The four central principles that support a holistic early childhood curriculum in New Zealand are:
 - i. Empowerment, Becoming, Holistic development and Relationships
 - ii. Family and community, Empowerment, Belonging, and Relationships
 - iii. Empowerment, Holistic development, Family and community, and Relationship
 - iv. Well-being, Belonging, Contribution, and communication
- h. Which one of the following is a learning goal from Early Learning and Developmental Standards?
 - i. Children show curiosity and interest in new experiences and in learning
 - ii. Children and their families experience an environment where connecting links with the family and the wider world are affirmed and extended.
 - iii. Say and use number names in familiar context.
 - iv. Children have a strong sense of identity.
- i. The terms that have become associated with working in the socio-cultural paradigm and within children's zone of proximal development are:
 - i. scaffolding and co-construction.
 - ii. more knowledge other and scaffolding.
 - iii. co-construction.
 - iv. scaffolding.
- j. All of the following is true about socio-cultural theory **EXCEPT**
 - i. This theory stresses the interaction between developing people and the culture in which they live.
 - ii. This theory strongly believes that a child is an independent learner, capable of learning on his own.
 - iii. This theory stresses that development cannot be separated from its social context.

- iv. This theory also proposed the idea of “Zone of Proximal Development” and “Scaffolding”.
- k. *Ms. Yeodesel of Shari ECCD observes and records Dema discussing with his friends on how to build a house with the blocks. She even takes photographs of Dema building a house with his friends in the block corner and pastes it alongside the narratives describing Dema’s play. The observation sheet Ms. Yoedsel uses has space for parents’ comments. The observation tool Ms. Yoedsel uses is*
- i. anecdotal record.
 - ii. running record
 - iii. learning stories
 - iv. event sampling
- l. In early childhood programs, teacher practices are often associated with Developmentally Appropriate Practice (DAP). An inappropriate practice can have detrimental effects on children’s learning. An example of a practice that is **NOT** developmentally-appropriate is
- i. engaging children in conversation about what they did at home
 - ii. planning activities that require long periods of sitting
 - iii. acting out stories instead of teacher directed reading
 - iv. planting seeds after reading the story, *The Seed*
- m. The topic of discussion and the planned activities are from adult’s observations of the child’s interests, the child actually has little control and his/her thinking is only heard in the context of the adult’s interest in extending it to meet the pre-set achievement objective. Which model of intersubjectivity does this description reflect?
- i. Adult and child equal partners in interaction.
 - ii. Child-directed interaction.
 - iii. Adult-directed interaction.
 - iv. None of the above.
- n. The assessment tool, the Performance Indicators in Primary Schools (PIPS), was developed to:
- i. profile children and to develop baseline data on the children as they enter school.
 - ii. provide teachers with an entry point upon which they can make judgments about student growth and performance.
 - iii. identify best predictors of later success in school.
 - iv. All of the above

- o. Which of the following activities **BEST** describes intersubjectivity?
- Teacher engages the children in the regular conversations and having them dictate stories and ideas.
 - Teacher and children engage in a task with same understandings of it, and then they discuss and explain each other's construction of knowledge and understanding of a task.
 - Teacher and children engage in a task with different understandings of it, come to form a shared understanding as each adjusts to each other's perspective.
 - Teacher scaffolds the child's construction of knowledge and understanding in a task and helps to raise the level at which the child is capable of working alone.

Section B (4x5=20 marks)

Question 2 Write brief notes on the following topics:

- Scaffolding
- Community of Learners
- Co-construction
- Developmentally Appropriate Practices

Section C (5x10=50 marks) **(Answer any FIVE questions)**

Question 3

Explain FIVE benefits of ECCD? The benefits should be grouped in to TWO, namely for the child and for the country. (2x5=10)

Question 4

List down FOUR quality areas you would use to assess the quality of ECCD programme in the country. Give TWO reasons why you chose these indicators? (6+4=10)

Question 5

Explain FOUR reasons for organizing ECCD classrooms in to different learning areas. (2.5 x 4=10)

Question 6

One of the defining characteristics of a high-quality ECCD is the arrangement of classrooms in to learning areas. Having known the benefits of learning areas in children's learning explain FOUR learning areas you would set up in our class. Write down the materials you would display in these corners and how you would use it during your teaching. (2.5x4=10)

Question 7

Using the learning corners you have chosen in question no. 5. Prepare day's plan to fulfill ONE of the following objectives: (10)

Domain 3: Language, Literacy and Communication

Sub-domain : Literacy

Specific Aspects : Reading

Standard 3.3: *Children are able to demonstrate the awareness of print concepts and love for reading.*

OR

Domain 5: Cognition and General Knowledge

Sub-domain: Mathematical and Numerical Knowledge

Specific Aspects: Number sense and numerical operations

Standard 5.4: *Children are able to demonstrate knowledge of numbers and counting.*

Question 8

Explain five differences between Development Approach to assessment and socio-cultural Approach to assessment. (5x2=10)

Question 9

United Kingdom developed and used standardized assessment called Performance Indicators in Primary Schools (PIPS). This is now being used globally to assess and benchmark children's learning. What do you think of universalizing such assessment approach in ECCD? What could be the perceived benefits and adverse effect of such move? Explain **TWO** each. (2.5 x 4=10)