

Spring Semester Examination 2021
Paro College of Education
Royal University of Bhutan
Paro

Module: EDN417 (Foundation of Early Childhood Education)
Writing Time: Three Hours

Program: B.Ed (P) **Level:** IV
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
Two questions – 30 marks

Question 1

(20x1=20)

Instruction: 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 the period of life from

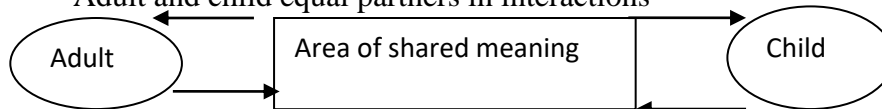
- a. infancy through eight.
- b. infancy to six years old.
- c. infancy to five years old.
- d. early childhood to middle childhood.

B. Early Learning and Development Standards (ELDS) of Bhutan has

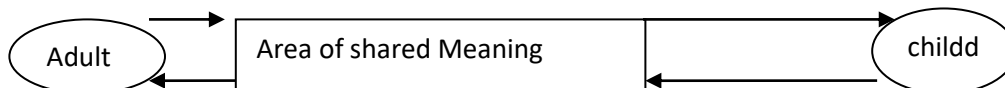
- a. six learning domains.
- b. five learning domains.
- c. four learning domains.
- d. seven learning domains.

C. The diagram below show different types of interaction between an adult and child. In which interaction would the co-construction of knowledge take place?

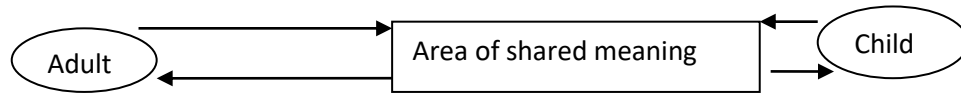
I. Adult and child equal partners in interactions



II. Adult-directed interactions



III. Child-directed interactions



- a. I
 - b. II
 - c. I & II
 - d. I & III
- D. Which of the following is not an important concept in Vygotsky's theory?
- a. Schemes
 - b. Scaffolding
 - c. Intersubjectivity
 - d. The zone of proximal development
- E. In your first class, your tutor states, "Early childhood teachers are not glorified babysitters; they are committed to the care and education of young children." Which theme of early childhood teacher training does his/her comment reflect?
- a. Holism
 - b. Professionalism
 - c. Multiculturalism
 - d. Reflective thinking
- F. Ms. Sangeta of Samtse Early Learning Center observes and records Yangsel discussing with her friends on how to build a house with the blocks. She even takes photographs of Yangsel building a house with her friends in the block corner and pastes it alongside the narratives describing Yangsel's play. The observation sheet Ms. Sangeta uses has space for parents' comments. The observation tool Ms. Sangeta uses is
- a. running record.
 - b. event sampling
 - c. learning stories.
 - d. anecdotal record.
- G. Children come to school with rich cultural influence. Which of the following is not true about cultural influences on the family?
- a. Parents model their cultural values.
 - b. Most cultural concepts are learned indirectly.
 - c. Most cultures have the same concept of family.
 - d. The importance of family is unique to each culture.

- H. 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. Which of the following example is NOT developmentally appropriate practice?
- a. Planting seeds after reading the story, *The Seed*.
 - b. Acting out stories instead of teacher directed reading.
 - c. Planning activities that require long periods of sitting.
 - d. Engaging children in conversation about what they did at home.
- I. "Over the course of a teaching session, the teacher should change the level of support given to fit the student's performance level." Which term is relevant to Vygotsky's suggestion?
- a. Scaffolding
 - b. Co-construction
 - c. Social construction
 - d. Zone of proximal development
- J. The socio-cultural theory, developed by Lev Vygotsky, stresses the importance of
- a. cultural experiences
 - b. children playing together
 - c. parents spending time with their children
 - d. the social environment to children's development
- K. A preschooler is likely to learn something in the zone of proximal development if
- a. parents or teachers do not interfere.
 - b. the preschooler has mastered all the skills necessary.
 - c. the task is more difficult than the child can do alone.
 - d. the preschooler needs little or no help from a parent or teacher.
- L. 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?
- a. Child-directed interaction.
 - b. Adult-directed interaction.
 - c. Adult and child equal partners in interaction.
 - d. None of the options reflect the model of intersubjectivity.
- M. The four central principles that support a holistic early childhood curriculum in New Zealand are:
- a. Well-being, Belonging, Contribution, and communication.
 - b. Empowerment, Becoming, Holistic development and Relationships.
 - c. Family and community, Empowerment, Belonging, and Relationships.
 - d. Empowerment, Holistic development, Family and community, and Relationship.

- N. The assessment tool, the Performance Indicators in Primary Schools (PIPS), was developed to:
- All the options provided are correct.
 - identify best predictors of later success in school.
 - profile children and to develop baseline data on the children as they enter school.
 - provide teachers with an entry point upon which they can make judgments about student growth and performance.
- O. Planning for work with the children is based on recording and scrutinizing evidence of what they are currently doing. Teachers are expected to make extensive field notes based on the evidence of children's activities and their interactions with them. The following week's planning and resourcing of activities is shaped by the discussion on the documented evidence at weekly staff meeting. This scenario best describes
- Montessori approach.
 - Reggio Emilia approach.
 - Transdisciplinary approach.
 - Community of practice approach.
- P. Which of the following provides the best example of the microsystem, as described in Bronfenbrenner's ecological system?
- Students interact directly with their teacher.
 - A parent attends a parent-teacher conference without the student
 - Local government approves increased funding for public school libraries
 - Society progresses toward acceptability of females serving in more administrative roles in the schools.
- Q. Which of the following activities best describes intersubjectivity?
- Teacher engages the children in the regular conversations and having them dictate stories and ideas.
 - 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.
 - 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 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.
- R. The following country and curriculum are correctly matched EXCEPT
- Australia- High Scope
 - New Zealand- *Te Whāriki*
 - United Kingdom- Early Years Foundation Stage(EYFS)
 - Bhutan- Early Years Learning and Development Standards (ELDS)

S. All the following statements about brain development are true EXCEPT

- a. the 3-year-old toddler's brain is twice as active as an adult's brain.
- b. the brain development depends entirely on the genes with which you are born.
- c. 75 % to 80% of brain development takes place in the first three years one's life.
- d. early experience and interaction with the environment are most critical in a child's brain development.

T. Which one of the following best describes the open-frame work approach?

- a. The curriculum content is highly structured and highly teacher directed providing little initiative to children.
- b. It provides no specified curriculum intended and it does not consider providing an educational approach at all.
- c. It is highly teacher directed and is likely to be most effective where learning involves the development of simple skills or memorization.
- d. It provides the teacher with a strong pedagogic structure /framework that supports the children in their explorations and interactions with, and reflections upon, the learning environment.

Question 2

(10 X 1= 10)

Instruction: Write True or False against each statement.

- a. Opportunities for 'sustained shared thinking', joint involvement and co-construction are indicators of effective pedagogy.
- b. According to Vygotsky, to gain a complete picture of assessment it is necessary to assess the child at the first level.
- c. In the play context, the child may be the more knowledgeable other, and may provide scaffolding strategies for peers.
- d. Scaffolding is the range of tasks that are too difficult for the child to master alone but can be learned with guidance and assistance.
- e. Learning stories have the potential advantage to tell teachers and parents a lot about what interests the child in the context of everyday routines and activities.
- f. When developing indicators of quality practices in early childhood centers, top-down perspective should be included to reflect the subjective experiences of children.
- g. Cognitive development and stimulation is greater in the children when they use their 'more developed' language.

- h. Literacy is not print alone nor language but the ways meaning is represented in signs, logos, music, animation and forms of multimedia.
- i. Teachers should move flexibly between scaffolding and co-construction according to the context and purpose of the activity.
- j. When a specific learning outcome is important, co-constructive approach may be the preferred strategy, when the topic is open-ended, as in project learning, scaffolding is needed to promote children's empowerment as learners.

Section B
One questions – 20 marks

Question 3

(4x5 =20)

Instruction: Write brief notes on any FOUR of the following

- a. Community of practice
- b. Sustained shared thinking
- c. Co-construction
- d. Developmentally appropriate practices
- e. Importance of family involvement in ECCD

Section C
Five questions – 50 marks

Instruction: Answer any FIVE questions

(10 x 5 = 50)

Question 3

Explain any five important points to prove how Culture of Western Education impede the learning of Indigenous knowledge and Skills?

(2 x 5)

Question 4

You are working in a remote community in Bhutan and you want to open an ECCD center in the community. In order to garner support from the community, design a presentation on ECCD outlining the importance of early years and the benefits of ECCD. Mention any two important points of early childhood years and three benefits of ECCD in your presentation.

(4+6)

Question 5

How does Cullen challenges the notion that in the delivery of the internationally renowned Te-Whariki curriculum in New Zealand, the policy of inclusion of young children with special educational needs (SEN) is working effectively?

(10)

Question 6

“*Children learn through play*” is a common maxim in ECCD setting. List FOUR challenges you foresee in using play in Bhutanese context. Explain THREE strategies you would use to address these challenges. (4+6)

Question 7

Explain any FIVE differences between scaffolding and co-construction. (2x5)

Question 8

Read the following scenario and answer the questions accordingly.

Tolly at Home

Tolly's years were spent at home with his parents, Juli and Jess, and his part time nanny. Tolly's language and communication skills developed in an environment of adults talking with him and about him. From an early age, his parents included him in conversation, regardless of topic, and responded promptly to his requests for explanations. They involved him in decision-making as much as possible.

We will be chatting and he will say “What’s that word mean?” What’s the one we were doing the other day in the car? ‘Contamination’ - I was talking about some contaminated soil, remember, and Tolly asked me what that meant and how does that happen, and I was saying about poisons and chemicals and then, what were chemicals? (Jess)

When Tolly was quite young he was found to suffer from a chronic medical condition which necessitated regular hospital trips and affected his general energy levels. Because some of his treatment was distressing, Tolly developed habit of using talk as a delaying tactic:

We saw him try and talk some specialist out of doing a test on him and he was like talking very quickly, and he was projecting it in a very articulate fashion and was very reasonable. (Julie)

Tolly enjoyed imaginative play at home, creating scenarios and characters using toys, talking with ‘pretend friends’ and dressing up. He loved to imitate his parents, for instance talking on a toy phone in adult-like ways. He was also encouraged to join in with household activities such as cooking and sewing.

- a. What meaning-making resources does Tolly have access to? (3)
- b. What kind of social goals are achieved using these resources? (3)
- c. In what social practices does the child participate? What are his forms of literate competence, in terms of the definition? (4)