

EDU2ULG
Exam 2019

The exam must be submitted by **5pm 21 April 2019**.

The link for submission will be on LMS in the Assessment module.

You must:

- Download the exam AND the Answer booklet
- The Answer booklet will be a word document
- Complete the exam in the Answer booklet
- Submit your Answer booklet using the link on LMS

The exam will consist of a total of 50 marks.

There will be 10 True/False, 20 Multiple Choice questions, and 15 short answer questions.

The exam is based on information from **Modules 2, 3, 4, 5 & 6 only**.

Questions 1-10 require a True/False response.
This section is worth a total of 5 marks.

1. Engagement appears to be not particularly important in relation to school dropout, retention and participation in schooling.
2. To understand a behaviour or behaviours, teachers need also to understand the antecedents and consequences of such behaviour.
3. Behaviourism focuses on individuals constructing their own learning.
4. Cognitive views of learning focus on learning as a cause-and-effect mechanism.
5. Understanding individual difference means that everyone is uniquely different in terms of their own values, interests, needs and abilities.
6. According to Maslow, all motivation can be traced back to basic human survival needs.
7. Cognitive learning theories focus on internal mental processes and their role in learning.
8. Behaviourist approaches develop cognitive skills in children.
9. Dividing tasks between members of a group increases cognitive load.
10. Guided, modelled and independent practice focuses on children constructing knowledge.

Questions 11-30 are Multiple Choice. There is ONE correct answer per question.

This section is worth a total of 10 marks.

11. A-B-C is:

- A. a stimulus for children to recite the alphabet
- B. a teaching and learning program in a childcare centre
- C. an organic chain of activity about events that precede and follow a behaviour
- D. a way of ranking appropriate behaviours
- E. a means by which children may monitor their own behaviours

12. Which of the following does NOT apply to constructivism?

- A. Learners are active participants in their learning
- B. Learners are teacher-regulated
- C. Learners are self-regulated
- D. Learners learn through social interaction
- E. Learners make sense of information for themselves

13. A way to develop optimal motivational engagement is through:

- A. classes conducted with real-world activities and simulation devices
- B. explicit descriptions of the rewards for hard work
- C. stressing the importance of authentic pedagogy
- D. studying position descriptions of possible jobs or careers
- E. showing students how to exercise their options

14. Analysing how you learned a particular problem-solving technique is an example of a _____ strategy.

- A. cueing
- B. memorising
- C. mnemonic
- D. metacognitive
- E. behaviourist

15. Metacognition is an executive control process that is controlled by:

- A. the teacher
- B. the parent or caregiver
- C. the peer group
- D. the learner
- E. the wider society

16. Which of the following is NOT a feature of teacher-dominated classrooms?

- A. close reflection and response to the needs and interests of students
- B. a formal course of study
- C. clearly stated learning objectives or outcomes
- D. regular progress assessment procedures
- E. defined instructional methods and materials

17. Research indicates that students who attend progressive education facilities tend to:

- A. perform at a lower academic standard than students at traditional schools
- B. be uncooperative
- C. develop independence as learners
- D. be language- and arts-oriented
- E. be critical

18. Baseline data is collected by the teacher to:

- A. gather evidence about children's behaviour for reporting purposes
- B. show the class their level of desired behaviours
- C. record levels of unconditioned responses in children
- D. help determine appropriate punishments for inappropriate behaviour
- E. determine the level of a specific behaviour intervention

19. In cooperative learning approaches, student talk benefits learning, because students:

- A. learn from listening to each other's ideas
- B. question and explore challenging concepts
- C. share strategies and thinking
- D. develop metacognition as they explain their own thinking
- E. all of the above

20. Mindfulness is:

- A. a series of practices supporting deliberate focus on current experience, while suspending judgement
- B. being aware of other people's feelings and desires
- C. being in the right frame of mind, even when things are not going well
- D. knowing how the mind works
- E. a current fad

21. Humanistic principles of education are based on:

- A. setting ambitious standards
- B. focusing on student's needs and giving them direction in what and how they need to learn
- C. pushing the student to outperform their peers
- D. ideas from a more innocent time
- E. all of the above

22. Reinforcement is used to:

- A. compensate children for the bad behaviour suffered at the hands of other children
- B. implement a system of rewards for certain behaviours
- C. devise a system of classroom behaviour rules
- D. strengthen the teacher's authority
- E. strengthen certain behaviours

23. Autonomy-supportive strategies are:

- A. teacher behaviours that foster students' intrinsic motivational resources
- B. peer behaviours that foster students' intrinsic motivational resources
- C. an individual student's own personal behaviours that foster their intrinsic motivational resources
- D. high self-esteem behaviours that foster students' intrinsic motivational resources
- E. classroom organisation that fosters students' intrinsic motivational resources

24. A behaviourist approach is useful for:

- A. aversion therapy
- B. intervening to increase or decrease certain behaviours
- C. eliminating antisocial behaviour
- D. controlling students' behaviour
- E. enforcing the law of effect

25. In the three-tier approach to supporting behaviour what percentage of students don't need tertiary or secondary prevention?

- A. 50%
- B. 10%
- C. 60%
- D. 5%
- E. 80%

26. Giving students opportunities to rehearse and elaborate information is an example of:

- A. an information-processing approach
- B. a behaviourist approach
- C. an information-processing approach and a behaviourist approach
- D. a neural approach
- E. a decontextual approach

27. In the humanist classroom:

- A. students are responsible for their own motivation
- B. the teacher's role is to identify appropriate knowledge to be learned
- C. the teacher must work to motivate the students
- D. the humanities are seen as a higher priority than the sciences
- E. the teacher is responsible for the students' self-esteem

28. Student engagement is important because:

- A. it ensures long-lasting relationships
- B. it avoids risk-taking
- C. it links academic success and SES
- D. it generates feelings of belonging and acceptance
- E. it boosts a school's literacy scores

29. Cognitive learning theory is based on the idea that:

- A. behaviourist learning theory is obsolete
- B. the human mind works like a computer
- C. humans process information in meaningful ways
- D. all learning is memory work
- E. the brain works like cogs in a machine

30. The more effectively material is chunked and rehearsed, the:

- A. more likely the information will stay in short-term memory
- B. more likely the individual is to remember it
- C. less likely the information will stay in short-term memory
- D. less likely the temporary storage space is to run out of capacity
- E. less likely the individual will be able to remember the information as meaningful

Short Answer Questions

This section is worth a total of 35 marks

Question	Marks
1. Explain how social factors influence engagement.	2
2. Explain 'tabula rasa'.	1
3. In what 3 ways can applied behaviour analysis (ABA) be a useful strategy for a classroom teacher to use?	3
4. Identify 2 features of a child-centred approach to learning?	2
5. What are the four key principles of constructivism?	4
6. To what extent is the teacher's role important in discovery, inquiry and problem-based learning?	2
7. Identify two ways that the climate of a school influences student engagement?	2
8. When are behaviouristic theories and approaches necessary and relevant within a classroom context.	2
9. What are 2 key features of a Reggio Emilia approach to education?	2
10. Identify 2 strengths and 2 weaknesses of a constructivist approach to teaching and learning.	4
11. In the context of memory, what is elaboration?	2
12. What are two ways that humanist approaches have influenced current classroom practices?	2

Question	Marks
13. What are two potentially negative aspects of learner-centred approaches?	2
14. Identify three primary emphases in humanist education?	3
15. Suggest two main school factors involved in motivation and engagement.	2

END OF EXAM QUESTIONS