

Edu402 Final Objective Prepare by Mubarak Ali

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1. The relationship of learning experience is termed as horizontal when it is from: **one subject area to another subject in the same grade**
2. A tendency to react even through the reaction does not actually takes place is **attitude**
3. Objectives stated in the generalized pattern of behavior is linked with the **area of life**
4. Learning experience is: **the interaction between student and conditions in environment to which one (subject) can react**
5. Many learning experiences can be used to **particular objective**
6. Logical thinking involves: **the arrangements of assumptions premises & conclusions**
7. If the objectives are clear and provide guidance for future lesson plan it means they have both behavior and **content aspect**
8. Learning experience must enable students to gain **satisfaction** while learning desired behavior, as per objectives.
9. Thinking can be inductive, deductive and **logical**
10. LE should be appropriate **the student's** present attainments and predisposition
11. Information in itself is of no value as **an end**
12. **Two dimensional** charts is useful to select learning experiences
13. **Experiences** provide a broad analysis of social situations to develop desired attitudes
14. Opportunity to practice, satisfying, desired reactions and range of possibility, multiplicity of learning experiences and multiplicity of outcomes are print selections of: **learning experiences**
15. **Hypotheses** are alternative solution to problem.
16. **Discrete lessons** create problems and vertical organization is impossible to attain.
17. There are **four** types of organization in curriculum development
18. Achieving **integration** is difficult if organizing structure is in specific pieces
19. **Sequence** goes one step ahead of continuity

20. **Acquiring of information & learning to solve problem** will lessen chances of rote memorization
21. Continuity, sequence and integration are **criteria** for organization.
22. There are **two** types of organization in curriculum development.
23. Wait time is **thinking** time.
24. Cooperative learning model changes the **evaluation system**.
25. If projects are **structured**, they allow the learners to work on one common goal.
26. **Material monitor** helps members with lesson content.
27. **Researchers** used the discourse as discussion method **(not confirmed)**
28. The biggest limitation of cooperative learning is **attitude (not confirmed)**
29. Recitation is **teacher centered** script.
30. Project based learning allows **teachers** to reflect upon their ideas and opinions.
31. In **recitation** teacher talk time is more than the 50% of student talk time. **(not confirmed)**
32. U-shaped seating arrangements facilitates **teacher observation**.
33. **Vertical** organization demands to be organized over a period of years in a larger units and larger frameworks.
34. **Sequence** goes one step ahead the continuity.
35. Achieving **integration** is difficult if organizing structure is in specific pieces.
36. Many learning experiences used to attain a **particular objective**.
37. **Experiences** provide a broad analysis of social situations to develop understanding and desired attitude.
38. While defining Les to develop interest it should be ensured **goals of education are satisfying for the largest group of students**.
39. **Acquiring of information & learning to solve problem occur simultaneously** – it will lessen chances of rote memorization.
40. Information in itself of no value as a process.
41. The curriculum does not need to **provide a certain limited or prescribed set of LEs to assure attainment of desired objectives**

42. Logical thinking involves the arrangements of: **Assumptions premises & Conclusions in a way to develop a logical argument Question**
43. If the objectives are clear and provides guidance for future lesson plan it means they have both behavior and **content aspects**.
44. A tendency to react even though the reaction does not actually takes place: **attitude**
45. Learning Environment (LE) is **the interaction b/w learner & external conditions in environment to which one (learner) can react**.
46. **LE** must enable students to gain satisfaction while learning desired behavior, as per objectives
47. School based activities ----- **Co-Curricular Curriculum**
48. gathering information and knowledge is ----- **scientific investigation**
49. **Perennialism** -----is based on the belief that some ideas have lasted over centuries and are as relevant today as when they were first conceived.
50. Essentialism means ----- **Basics**
51. curriculum development process----- **Design implementation n evaluation**
52. Elements are exercised by the people by choice. **Alternatives**
53. **Cultural Core** -----consists of central body of elements, i.e., Universals & Specialties.
54. Students are absent from the school lack of: **lack of interest inadequate teachers**.
55. Structural elements exist at **three / 3** levels of organization
56. Many learning experiences can be used to attain a: **particular objective**
57. Experiences that meet the criteria for effective learning can be used for the achievement of **desired objectives**
58. **Vertical** organization demands courses to be organized over a period of years in larger units and a larger framework
59. **logical** organization is viewed by the experts in education
60. Thinking can be inductive, deductive and **logical**
61. Continuity, sequence and integration are the **norms** for organization
62. The curriculum does not need to provide a: **Certain limited and prescribed set of learning experiences to ensure attainment of desired objectives**

63. If the objectives are clear and provide guidance for future lesson plan it means they have both behavior **and content aspect**
64. **Experience** provide a broad analysis of social situations to develop desired attitudes
65. Learning experience must enable students to gain **satisfaction** while learning desired behaviour, as per objectives
66. While defining LEs to develop interest it should be ensured: **Learning experiences are satisfying for the target group of student**
67. Teaching efficiency and degree to which changes are brought about among learners is affected by the organization of: **learning experiences**
68. **Discrete lessons** create problems and vertical organization is impossible to attain.
69. **Core curriculum** poses less difficulty in achieving integration with regard to the interposition of boundaries between subjects.
70. The relationship of learning experience is termed as vertical when it is **over a period of time** and horizontal when it is **one subject area to other**.
71. Structural Elements exist at three levels of organization: **Largest, Intermediate Lowest**
72. **Learning experience** enables students to gain increasingly a unified view
73. **Logical organization** is viewed by the experts in education.
74. Teaching efficiency and degree to which degree to which changes are brought about among learners is affected by organization of **learning experience**.
75. The organization of LE affects the teaching **efficiency**.

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| A curriculum is the sum total of a school efforts to influence a child? | Behavior |
| Cultural core refers to----- --. | Fundamental rules |
| The elements of the culture that are exercised by the people by choice is called -----. | Alternatives |
| ----- is a reflection of what people think, believe and do. | Assessment |
| ----- is an expected way of life. | Culture |

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| The 'basics' of the -----curriculum are mathematics, natural science, history, foreign language & literature. | Essentialism |
| ----- is based on the belief that some ideas have lasted over centuries and are as relevant today as when they were first conceived. | Perennialism |
| According to ----- learning is a personal act to fulfil one's potential. | Humanism |
| The mirror of society is: | playground |
| ----- of a school influences the cultures of the people that the school serves. | Curriculum |
| Important factor of curriculum is to help to achieve the: | |
| ----- is created with the responsibility for teaching certain things. | School |
| ----- reflects by a particular school and its officials influences the goals and content, as well as the organization, of its curriculum. | Philosophy |
| ----- of a school influences the cultures of the people that the school serves. | Curriculum |
| Major concern of curriculum is: | Change in behaviour |
| ---- is the fabric of ideas, beliefs, customs and ways of thinking. | Culture |
| | Evaluation |
| ----- is a delivery process. | Curriculum Implementation |
| One way to find out what is going on the class is: | observation |
| The elements of the culture that are exercised by the people by choice is called -----. | Alternatives |

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| ----- placed importance on science and understanding the world through scientific experimentation. | Essentialism |
| Learning means: | Teaching process |
| ----- curriculum includes school based activities/ programs, intended to supplement the academic aspect of school experience. | Co curricular |
| According to --- all behaviors are acquired through conditioning. | Behaviourism |
| Philosophical foundations of curriculum is concerned with -----. | Psychological foundation |

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| ----- philosophy is about change and reforms. | Progressivism |
| Rote learning is the demerit of: | |
| ----- helps to determine aims, selection and organization of the content implementation. | Philosophical foundation |
| ----- is concerned with the problem of maintaining the society as a closely knit and well integrated unit. | Common education |
| ----- focuses on learning as internal mental process. | Cognitivism |
| The paradigms can be understood by focusing on: | Students performance |
| ----- is concerned with the problem of maintaining the society as a closely knit and well integrated unit. | Common education |
| . ----- is the starting point of any kind of decision making | Philosophy |
| According to----- memory system is an active & organized processor of information | Cognitivism |
| Rote learning is the demerit of: | All of the above |
| ----- is an attempt to assess the worth of students and educational practices, materials, or programs. | Evaluation |
| Subject centered design----- Curriculum is about the options students cannot afford, n revolve around: | Content |
| Prior planning is not possible in: | |
| ----- curriculum possesses the defined mission of the school. | Written |
| Learning means: | Change in behaviour |

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| Important factor of curriculum is to help to achieve the: | Education |
| The 'Latin' meaning of curriculum is: | a prescribed course to be followed by teachers while teaching |
| ----- of a school influences the cultures of the people that the school serves. | Curriculum |
| ----- paradigm has been the dominant one of 20th century in European & American education. | Modern |
| Major concern of curriculum is: | Change in behaviour |

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| A frame work of action for preparing a curriculum is..... | Curriculum design |
| Curriculum is: | Syllabus |
| Curriculum is a word of----- language. | Latin |
| ----- consists of central body of elements that are universals and specialities. | Cultural core |
| ----- Curriculum is about the options students cannot afford, | Null |
| ----- is concerned with the problem of maintaining the society as a closely knit and well integrated unit. | Common education |
| In the subject centered curriculum the important element is: | Division of knowledge |
| IAccording to Bobbit (1924), curriculum is: | all the organized and unorganized educational experiences students encounter |
| ----- are the ways of thinking and acting associated with social class and vocational group. | Specialities |
| The elements of the culture that are exercised by the people by choice is called ----- | Alternatives |
| ----- curriculum includes “values”& “norms” that are set by society. | Implicit |

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