



Edu201 past Final Term Subjective Feb, 2024

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JULY 11, 2024

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Q1:Eureka effect (3) marks

- + Hiero II asked Archimedes to find a method for determining whether a crown was pure gold or mixed with silver.
- + While taking a bath in bath tub he realized that a given weight of silver would displace more water than an equal weight of gold.
- + At this point he shouted, "EUREKA" (I have found it!)
- + Discovery learning is based on this "Aha!" method.
- + This Aha! Moment occurs when a learner finally comes across the answer to a problem on their own and when things suddenly begin to make sense.
- + --- although in some of our classrooms, "Aha!" sounds more like, Aaaaaahhhhh!

Q2:Meizrows theory

- 1978 - 1991

In 1978 Jack Mezirow introduced transformative learning theory to help explain how adults change the way they interpret the world.

"The process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" Mezirow, 1991: 162

Transformative learning has two learning domains:

1. Building a new story for new information which can lead to re-examination and modification of old stories.

2. Seeking of others' experiences, perspectives and stories that will lead to further transformative learning.

Q3: Stages of representation

Bruner put forward that:

The intellectual development progresses through **three** stages: • Enactive • Iconic • Symbolic

1. **Enactive (birth- 3) Action based:** (concrete) - Children view their environment in terms of what they can do with it. - At this stage demonstrating to a child is most effective. A child will better show than tell.
2. **Symbolic (8-up) Language-based:** (abstract) - Knowledge is stored mainly as words, mathematical symbols or in other symbol systems.
3. **Iconic (3-8 years) Image-based:** (pictorial) - Children visualize how to do something without actually doing. - View things as they perceives their environment, not how it is explained to them

Q4: categories of teacher talk

Curriculum-related any talk about the actual content and skills to be taught

- Organizational- talk to organize activities and participation patterns, to manage transitions, to frame activities, to manage time, space, provide general instructions, etc.

Regulatory: disciplining, behavior management, class and student control by teacher, generally with a negative connotation. - Test-strategy: explicit reference to testing, exams or test requirements; it might include advice on how to take test. - Informal- digressive class talk with teach

Q5: Multiple intelligence

"I am 100% convinced that if I were to come back to Earth in 50 years, people would laugh at the idea of uniform education." Howard Gardner

- Developed by Howard Gardner in the early 1980's at Harvard
- . - Attempt at a better understanding of human intelligence. - Developed 8 (eight) intelligences.

Q.6: Open question

- Open questions prompt longer answers.
- They usually begin with what, why, how
- . - An open question asks the respondent for his or her knowledge, opinion or feelings.
- Tell me and describe can also be used as an open question.

Example:

-  Tell me what happened next
-  Describe the circumstances in more detail.

Q: Authentic learning

Students are presented with problem solving activities that incorporate authentic real life questions and issues. Hands On – students perform, construct meaning and acquire understanding.

Principles of authentic learning:

Four principles:

1. Activity involves real world problems.
2. Use open-ended inquiry, thinking, skills and metacognition.
3. Students engage in discourse and social learning.
4. Students direct their own learning

Q: Verbal information:

1. **Description:** Being able to state ideas, “knowing that” or having declarative knowledge.
2. **Conditions:** Retrieving stored information: the internal conditions to support this learning include: - Pre-existing organized knowledge.
3. **Strategies** for processing the new information

Q: Schema theory

The starting assumption of this theory is that “very act of comprehension involves one’s knowledge of the world”

- ✚ Knowledge is a network of mental frames or cognitive constructs called schema (pl. schemata) stored in the long term memory.

- ✚ All of our generic knowledge is embedded in schemata.
- ✚ Our schemata are our knowledge
- ✚ The schemata a person already possesses are a principal determine of what new will be learned.

Q: Transformational learning

Answer: Transformational learning refers to the process through which individuals undergo profound shifts in perspective, beliefs, and behaviors as a result of critical reflection, new experiences, and challenging assumptions. It involves:

1. **Self-Reflection:** Engaging in critical reflection on one's beliefs, values, and assumptions.
2. **Disorienting Dilemmas:** Encountering experiences or information that challenge existing perspectives.
3. **Reconstruction of Understanding:** Integrating new insights and perspectives into one's worldview, leading to personal growth and change.

Transformational learning goes beyond acquiring new knowledge; it involves a fundamental change in how individuals perceive themselves and their place in the world, often leading to enhanced empathy, awareness, and agency.

Q: Mezirows theory domain

There are **two domains of learning in Mezirow's Theory:**

- ✚ Instrumental learning is learning to control and manipulate the environment or other people, e.g. task oriented learning (cause/effect).
- ✚ Communicative learning is learning what others mean when they communicate with us. It involves feelings, intentions, values, moral issues and meanings.

Q: Difference b/w Exploration and simulation base learning

Answer:

- **Exploration-based learning** involves students actively discovering knowledge through hands-on experiences, experimentation, and inquiry, fostering curiosity and critical thinking skills.
- **Simulation-based learning**, on the other hand, utilizes artificial scenarios or models to replicate real-world situations, allowing students to practice decision-making, problem-solving, and application of theoretical concepts in a controlled environment.

In essence, exploration-based learning emphasizes discovery and exploration, while simulation-based learning focuses on experiential learning through simulated environments or scenarios.

Q: Examples of comprehension level

Comprehension levels can vary depending on the context, but here are a few examples across different subjects:

1. **Literature:** Understanding the plot, characters, and themes of a novel or play.
2. **Science:** Grasping the concepts and principles behind a scientific theory or experiment.
3. **Mathematics:** Solving problems using mathematical formulas and understanding the steps involved.
4. **History:** Analyzing historical events, their causes, and their implications.
5. **Language:** Interpreting the meaning of a text, including metaphors, symbolism, and underlying messages.

These examples show how comprehension involves understanding, analyzing, and sometimes applying knowledge in various fields.

Q: Examples of learning environment

Learning environments can vary widely depending on the subject, age group, and educational philosophy. Here are a few examples across different settings:

1. **Traditional Classroom:** A structured setting with desks, a chalkboard or whiteboard, and teacher-led instruction.
2. **Online Learning:** Using digital platforms, video lectures, and interactive modules for remote education.
3. **Outdoor Education:** Learning in natural settings like forests or parks, focusing on hands-on experiences and environmental education.

4. **Lab Settings:** Conducting experiments and practical work in science, engineering, or medical fields.
5. **Workplace Learning:** On-the-job training, mentorship programs, and workshops to develop specific skills.
6. **Informal Learning:** Learning through daily experiences, self-study, museums, libraries, or community activities.

These environments can influence how learners interact with information, engage with peers and educators, and apply knowledge in practical settings.

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