

[8/15, 1:14 PM] Edu302 Mcqs form handouts

Short

Board instructional asst for problem solving.

Ans:-

Topic: 221- Broad instructional Strategies to assist problem solving:- 15Aug2023

- Mastery learning
- Textbook readings
- Advance
- Organizers,
- Outlining
- Recalling
- Relating
- Elaborating
- Self-reflection
- Independent study
- Concept maps

Instructional strategies refer to the techniques instructors use to deliver their lessons. Effective instructional strategies help students become actively involved in the learning process. When done right, instructional strategies also support students in reaching their learning objectives.

Broad instructional strategies refer to the comprehensive set of teaching techniques and approaches used to engage students in the learning process. Broad instructional strategies aim to create an effective and engaging learning environment for students, allowing them to develop the skills and knowledge necessary to succeed.

Broad instructional strategies to assist problem solving are as:

- Mastery learning
- Textbook readings
- Advance organizers

Inquiry learning approach

Ans:-

Topic: 239- Inquiry learning:- 15Aug2023

Inquiry-based learning is a learning process that engages students by making real-world connections through exploration and high level questioning. It is an approach to learning that encourages students to engage in problem-solving and experiential learning. Inquiry learning encourages students to develop their own questions, investigate topics of interest, and construct knowledge through firsthand experiences and interactions with the learning environment. Rather than passively receiving information from teachers, students are actively involved in the learning process, making observations, forming hypotheses, conducting experiments, analyzing data, and drawing conclusions.

Acceleration about

Ans:-

(ii) **Acceleration** 15Aug2023

Acceleration means some modification in the regular school programme that permits the gifted student to complete the programme in less time or at an earlier age than usual (Getzels and Dillon, 1973). Double promotion is also an acceleration type. Acceleration can be of various types: school admission based on mental age rather than chronological age, skipping classes, combining two years' work into one eliminating more basic course, early admission to high school/College.

Acceleration is important because curriculum is graded by age and every student is required to spend one school year to complete each class. Not permitting student to learn the subject matter assigned to a higher grade unnecessarily retards the educational development of many students. Stanley (1977) presents strong arguments supporting two or more years of acceleration prior to high school graduation by highly talented students. They conclude that enrichment, without any acceleration, will be injurious to the educational development of the brilliant student.

Long

5 strategies for teachers to intellectual disabilities students

Ans:-

Topic 194-Teaching Students with Intellectual Disabilities 15Aug2023

Teaching students with intellectual disabilities requires a tailored and individualized approach that takes into account the unique needs and abilities of each student. They provide them teaching, coaching and adjustment in the society. Students with intellectual disabilities may be placed into one of four categories, based on the severity of their disability:

1. **Mild disability (educable):** Students with mild intellectual disabilities typically have an IQ between 50-70 and may be able to learn academic skills and concepts with additional support and accommodations. They may benefit from inclusion in regular classrooms with additional support, or specialized instruction in resource rooms or other settings.
2. **Moderate disability (educable):** Students with moderate intellectual disabilities typically have an IQ between 35-50 and may require more intensive support and accommodations to learn academic skills and concepts. They may benefit from special education classes or individualized instruction in resource rooms or other settings.
3. **Severe disability (trainable):** Students with severe intellectual disabilities typically have an IQ between 20-35 and may require specialized instruction and support to learn basic academic skills and concepts. They may benefit from specialized schools or classes that are tailored to their specific needs and abilities, as well as vocational training and job skills programs to help them develop practical skills.
4. **Profound disability (difficult to train):** Students with profound intellectual disabilities typically have an IQ below 20 and may have significant physical and medical needs in addition to their cognitive challenges. They may require intensive support and care to meet their basic needs, and may benefit from specialized schools or residential care facilities that are tailored to their specific needs and abilities.

Components of language

Ans:-

↑ components of language 15Aug2023

→ phoneme

A phoneme is a basic unit of phonology.
It is the smallest unit of sound that may cause a change a meaning with in a language.
A phoneme can have a specific pronunciation in one word and a different pronunciation

Syntax is a set of rules for constructing full sentences out of words and phrase.
Every language has a different set of syntactic rules.

→ Semantics

Semantics is the study of meaning, one of the main reason why we use language is to pass meaning from one person to another, and semantic deal with the semantic moves beyond the literal meaning of words in language and is culture depend.

WE can summarize components of language:-

- phonemes: is the basic unit of language and is concerned with the sound of alphabet.
- phonology: deals with the sounds in a language.
- Morphology: is related to the vocabulary building.
- Syntax: deals with the structure of sentence and the sequence of words in it.

In another word
For example
The word 'hat' has three phonemes
1 /h/ 2 /æ/ 3 /t/

→ Phonology:
Phonology is the Branch of language which is concerned with the orderly organization of sound in language.
For examples:-
CAT, HAT, BAT contains 3 phonemes.

→ Morphology:
The term morphology is Greek. Morph means shape. And -ology means study. Knowledge of the morphology is related to vocabulary development and reflects the smallest building block for comprehension.
Morphemes, the basic unit of Morphology are the smallest meaningful unit of language.

→ Syntax:
Syntax is related of sentences and it determines which words to go where.

12

Semantics:
Studies meaning in a language.

Pragmatics:
Studies human actions and their explanation by sign in language.

Main map steps

Ans:-

Topic 229: Concept Maps-2:- 15Aug2023

Creating a concept map can be a straightforward process when broken down into five easy steps:

Choose the Main Concept: Start by deciding on the central idea or theme you want to focus on. This concept will be placed at the center of your concept map and will serve as the main topic.

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Identify Key Concepts: Identify and list the key concepts or subtopics related to the main concept. These are the main branches that will radiate out from the central idea. Write each concept in a separate box or node.

Connect Concepts with Lines: Draw lines or arrows to connect the main concept to its key sub-concepts. Each line should have a descriptive label that explains the relationship between the connected concepts. This helps to clarify how the ideas are related.

Organize the Layout: Arrange the concepts and sub-concepts in a logical and visually pleasing manner. Keep related concepts closer together and use spacing to create a clear hierarchy. You can also use colors and symbols to differentiate between different categories or types of concepts.

Fine-Tune and Review: Review your concept map to ensure it effectively represents the relationships between the concepts. Make any necessary adjustments to improve clarity and coherence. Check if the map accurately reflects your understanding of the topic and makes logical sense.

By following these five steps, you can create a well-structured and informative concept map that visually communicates the connections and relationships between different ideas in a clear and concise manner.

Intellectual characteristics of pre school learners

Ans:-

Topic143-Intellectual Characteristics of Learners of Preschool to Higher Secondary Level

15Aug2023

Preschool Learners

Preschool children typically develop the ability to recognize previously seen objects by the age of 2-3 years. This is an important cognitive skill that allows them to make sense of their environment and learn new things. As children grow and develop, they become better at recognizing objects and categorizing them based on their similarities and differences. Preschool children also develop visual preferences for certain types of objects, colors, and shapes. These preferences are often based on their individual experiences and interests. For example, a child who loves animals may have a preference for toys that depict animals or books about animals. Eye-hand coordination is the ability to use visual information to guide hand movements. Preschool children develop this skill by engaging in activities that require them to manipulate objects with their hands, such as playing with blocks or drawing with crayons.

Distractibility and short attention span are common characteristics of preschool-aged children. Preschool children are easily distracted by their surroundings, especially when there are multiple stimuli competing for their attention. They may get sidetracked by interesting sounds, sights, or people, and may have difficulty focusing on a specific task or activity for an extended period of time. This is because their brains are still developing and they have not yet fully developed their ability to filter out distractions. Preschool children also have a limited attention span, which means they can only focus on a task or activity for a short amount of time before becoming restless or bored. This is normal and expected at this age, as their brains are still developing and they are constantly exploring and learning about their environment. It's important to keep in mind that variability in performance from one assessment to the next is normal in preschool-aged children. It's also important to use multiple measures to evaluate a child's development, rather than relying on a single assessment.

Long was conceptual and tuff

Paper#2

15aug2023 BHT tough paper tha

Edu 302 ka complete handouts se tha MCQs last se thy almost all or

Short questions

- Sublimation

Ans:-

Topic: 85- Successful Defense Mechanism

Sublimation

15Aug2023

- It is considered as the most complete and successful of all defense mechanisms.
- It is the transformation of sexual and aggressive urges into creative work into socially acceptable directions.
- Thus, it is a form of channeling socially unacceptable impulses and urges into socially acceptable behavior.
- For example, a person who is very aggressive becomes a professional cricket player.

- **Types of learning style**

Ans:-

There are several commonly recognized **styles of learning**, including: **15Aug2023**

Visual learners: Visual learners prefer to see information presented visually, such as through diagrams, charts, or images. They benefit from using visual aids to understand and remember concepts.

Auditory learners: Auditory learners learn best through listening and speaking. They prefer lectures, discussions, and audio materials to absorb information effectively. They may benefit from reading aloud or using mnemonic devices to remember information.

Kinesthetic learners: Kinesthetic learners, also known as tactile learners, learn best through hands-on experiences and physical activities. They thrive when they can engage in activities that involve movement, touch, and manipulation of objects.

Reading/Writing learners: Reading/writing learners have a preference for reading and writing to acquire and process information. They excel in activities such as reading textbooks, taking notes, and writing summaries or essays.

Social learners: Social learners thrive in group settings and learn best through interactions with others. They enjoy collaborative activities, discussions, and group projects where they can share ideas and learn from their peers.

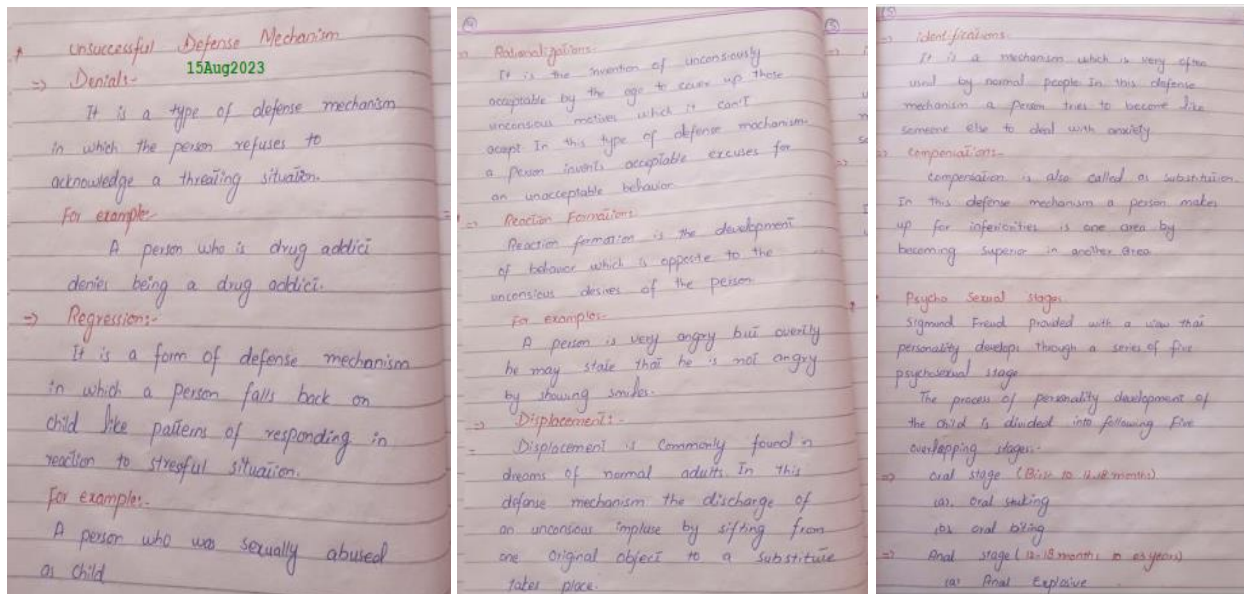
It's important to note that these styles of learning are not mutually exclusive, and students may have a combination of preferences. In addition to these styles, other factors like culture, background, and individual experiences can also influence students' learning preferences.

- **Or 2 last se thy**

Long:

- **Concept of map steps** **Repeat**
- **Unsuccessful defense mechanism types**

Ans:-



- **Last se concept saii se kijeye ga McQs almost last se kuch conceptual**

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Subjective

Define Relate, Recall, and elaborate.

Ans:-

15Aug2023	
Recalling	Bringing a fact, event, or situation back into one's mind; remember.
Relating	Establish association, connection, or relation between two or more things.
Elaborating	It means to explain something more fully. This could involve providing

- Write 3 strategies adopted for hearing loss students by teacher.

Ans:-

Topic 183-Teaching Students with Hearing Loss 15Aug2023

Take advantage of the student's residual hearing. Seat the student close to you if you are doing the talking or close to key classmates if the students are in a work group. Keep competing noise, such as unnecessary talking or whispering, to a minimum. Keep instructions concise and to-the-point. Ask the student occasionally whether he or she understands. Use visual cues liberally. Make charts and diagrams wherever appropriate to illustrate what you are saying. Look directly at the student when you are speaking to him or her (to facilitate lip reading). Include the student in the community of the classroom: Enlist the help of one or more peers in "translating" oral comments that the student may have missed.

Topic 184-Teaching Students with Hearing Loss

Gesture and point to key words or objects but within reason, not excessively. This can help individuals with hearing loss follow along with what you are saying and understand the context of the conversation. However, it is important to use this strategy within reason and not excessively, as it can become distracting or confusing. Provide handouts or readings to review visually the points that you make orally. Providing written materials can be helpful for individuals with hearing loss to review the points that you make orally. This can also serve as a reference for future conversations. Sign language is a visual language that can be used to communicate with individuals who are deaf or hard of hearing. If you are not proficient in sign language, you can consider working with a sign language interpreter or taking a course to learn basic signs.

- Define Sublimation as a successful defense mechanism. Repeat see ans up
- Vygotsky Socio-Culture theory in your own words. Repeat 16aug2023

Ans:-

Vygotsky socio-cultural theory 15Aug2023

Lev Vygotsky's socio-cultural approach builds upon the role of language and cultural tools in shaping human cognition and development. He believed that cultural influences, such as language, instruction, social interactions, etc have a profound influence on children's cognitive advancements.

- Difference between direct instructions and discovery learning

Ans:-

Discovery learning 15Aug2023	Discovery learning is an educational approach where students actively explore concepts. It encourages critical thinking, problem-solving skills, and self-directed learning. Teachers act as facilitators, guiding and supporting students as they make their own discoveries.
Direct instruction 15Aug2023	Direct instruction is often considered the "traditional" approach to teaching, as it describes the typical classroom in which a professor directly presents theoretical concepts, provides examples, and gives an assessment of learning. It is a content-centered approach to learning that passively engages students as listeners.

- Five components of language Repeat see ans up
- Portfolio approach

Ans:-

Topic: 128- The Portfolio Approach 15Aug2023

- Another testing technique, currently gaining in popularity is called the portfolio approach. Just as an aspiring artist or model carries a portfolio of past work to a prospective employer, so too does the student who selects examples of his or her best work over a term or even an entire year of study. It is said that the portfolio approach places more emphasis on a student's overall accomplishment than on the ability merely to score well on a single battery of tests. Typical portfolios include original poetry, plan, short stories, essay and art projects. Even in math, a student might produce a series of fractions, showing their relationships to decimals, or an arrangement of dice to illustrate probabilities, or even present an essay on the life of the Prophet "Muhammad" (P.B.U.H).
- At the end of the year, the student hands over the portfolios to the teacher for evaluation. Teachers of the new Millennium should be made aware of this approach and should be given workshop preparation in learning this technique.
- The portfolio method can also be used to evaluate teachers, students and the curriculum itself. A portfolio that includes, for example, "samples of student's teacher developed plans and materials, videotaped teaching episodes, and other teacher's reflections on his or her own teaching can provide direct evidence of what a teacher knows and can do.
- Whether, the portfolio approach proves to be as valuable as it promises is still in question, but there is no doubt that new testing methods will be employed as educational psychology operates in the 21st century. New testing procedures are on the horizon, procedures intended to bridge the gap between cognitive psychology and psychometric methods.

- Define Type of thinking

Ans:-

Topic 205-Forms of Thinking 15Aug2023

Three somewhat complex forms of thinking that are commonly pursued in classroom learning:

Critical thinking: Critical thinking involves analyzing, evaluating, and interpreting information to make rational judgments and decisions. We are making connections and going towards conclusion of any situation so through connection when you understand the situation that means that you are going through logic it involves questioning assumptions, considering different perspectives, and being able to identify and evaluate arguments and evidence. Critical thinking is important for making informed decisions, solving complex problems, and developing a deep understanding of concepts and ideas.

Creative thinking: Creative thinking involves generating new ideas, perspectives, and solutions to problems. It involves thinking outside the box and taking risks to explore new possibilities. Creative thinking is important for innovation, problem-solving and developing new ideas and products.

Problem-solving: Problem-solving involves identifying and analyzing problems, developing and evaluating possible solutions, and implementing and monitoring solutions to ensure they are effective. Problem-solving is important for making decisions, resolving conflicts, and achieving goals.

- Last 10 lectures are important for MCQs. Must remember abbreviation.

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Mcq were quite easy

Subjective

- Sublimation 2 time Repeat see ans up
- Shadow teacher

Ans:-

16Aug2023
teaching assistant hired specifically to assist the student. A shadow teacher, also known as a one-on-one aide or paraprofessional, is a trained professional who provides individualized support to a student with special needs in an educational setting. In the context of intellectual disabilities, a shadow teacher can be particularly helpful in providing additional support and accommodations to students who may require more personalized attention and assistance in the classroom. If the disability is more marked, then the student is more likely to be referred to either as having an intellectual disability or as having mental retardation. They give training to students with the help of pictures, videos, activities, tasks and reinforcement. Patience and time duration are important for these children. Don't put the pressure on them. Work should be divided into segments and motivate them.

- 3 types Of exceptional children

Ans:-

Topic 155-Types of Exceptional Children:- 16Aug2023

Exceptional children are special children they have some exception of intelligence, attitude, aptitude etc. Exceptions can be positive or negative. There are multiple groups comprising the intellectually exceptional children. **Gifted child** is the child with superior intellect. Gifted children exceed, in terms of intelligence generally fall within the range between 1Q, 130 and 180 or above that is blessing from God that we have gifted children. The **Physically Handicapped** children are those with impaired vision, children with impaired hearing, and children with speech handicaps, children with orthopedic and neurological impairment. The **emotionally disturbed children** include those with behavior problems and those who are socially maladjusted or the delinquents. They cannot control their behavior positively and they always show behavioral trauma. Misbehavior is very common in these children. The **Multi-Handicapped** refers to individuals who have multiple disabilities or impairments that affect their ability to function in everyday life. These disabilities may be physical, cognitive, sensory, or a combination of these, and can range in severity from mild to profound. They may be at the time suffering from epilepsy .They may have cerebral palsy with mental retardation and epilepsy. They may be deaf, blind and mentally handicapped. They may be mentally defective, speech handicapped and suffer at the same time from behavior disturbances.

- 5 strategies to make good students ADHD academically etc

Ans:-

Topic 161-Attention Deficit Hyperactivity Disorder 16Aug2023

Attention Deficit Hyperactivity Disorder is a problem with sustaining attention and controlling impulses. In the classroom, students with ADHD may exhibit a range of behaviors in the classroom that can make it difficult for them to learn and for others to teach or learn around them

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its include fidget and squirm a lot, or have trouble remaining seated, or continually get distracted and off task, or have trouble waiting for a turn, or blurt out answers and comments. The student may shift continually from one activity to another, or have trouble playing quietly, or talk excessively without listening to others or the student may misplace things and seem generally disorganized. It is important for teachers to recognize that these behaviors are not intentional and are a result of the student's neurological differences. Teachers can help to support students with ADHD by providing clear expectations, and positive reinforcement.

Paper/5

EDU302 16aug2023

My Paper today

1. Write 3 stages of sigment freud of psychosexual development.

Ans:-

Topic: 88-Developing Personality: Psycho Sexual Stages 16Aug2023

Sigmund Freud provided with a view that personality develops through a series of five psychosexual stages. According to him failure to resolve conflicts at a particular stage can result in fixation. He proposed that experiences and difficulties during a particular childhood stage may predict specific characteristics in the adult personality.

2. Anal Stage – (12-18 months to 03 years)

- a) Anal Explosive
- b) Anal Retentive

3. Phallic Stage (3 to 5 – 6 years)

4. Latency Stage (5 – 6 years to adolescence)

5. Genital Stage (Adolescence to adulthood)

In the **first stage** of psychosexual development the mouth is the primary site of a kind of sexual pleasure. If there is frustration at oral stage, it may result in verbal hostility. The **second stage** of psychosexual development which begins from 12 months and continued up to 03 years, during this period the area of getting pleasure changes from mouth to the anus and the child gets pleasure by retaining and controlling feces and urine. The **phallic stage** begins at about age of 03 years. During this stage the sex energy is localized in the genital organs. In this stage the child must also negotiate the important hurdle of personality development, the oedipal conflict through the process of identification. After the resolution of oedipal conflict, the child enters in to the **latency stage** of psychosexual development which lasts until puberty. In this period, the sexual interest becomes dormant. The **last stage** is the genital stage which extends until death. At this stage the sexual instinct starts to develop with the aim of reproduction.

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The process of personality development of the child is divided into the following five overlapping stages:

1. Oral Stage (birth to 12-18 months)

- a) Oral sucking
- b) Oral biting

2. Anal Stage – (12-18 months to 03 years)

2. Hereditary and environment effect on individual difference

Ans:-

Topic: 112- Causes of Individual Differences 16Aug2023

Some of the main causes of individual differences are as under:

- **Heredity:**

One of the most significant and chief causes of individual differences is heredity. Individuals inherit various physical traits like face with its features, color of eyes and hair, type of skin, shape of skull and size of hands, color blindness, baldness, stub-finger and tendency to certain diseases like cancer and tuberculosis, mental traits like intelligence, abstract thinking, aptitudes and prejudices. Now it is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development being different and different individuals.

- **Environment:**

Environment significantly influences individual differences. Changes in child's environment are reflected in the changes in his personality. Psychologically speaking, a person's environment consists of sum total of stimulation which he receives from conception until his death.

Environment consists of physical, intellectual, social, moral, political, economic and cultural forces. All these forces cause individual differences. Modern psychologists believe that individual differences are caused by both heredity and environment. Personality is the outcome of mutual interaction between heredity and environment.

3. Diff between adhd and hyperactivity

Ans:-

Additional Reading:- 16Aug2023

Students with ADD experience persistent limitations in their attention span, are highly distractible, have difficulty in concentrating and finishing tasks, and are impulsive. When these conditions are accompanied by hyperactivity, the disorder is called attention-deficit/hyperactivity disorder (ADHD). Experts estimate a correlation between 25% and 70% for students with ADHD and learning disabilities. Many students with ADHD are treated with medication such as Ritalin, concerta, or metadate CD, which help them focus better in the classroom. Yet the use of behavioral therapy, which is aimed at changing behavior and thought patterns to learn how to relate to others and succeed, can significantly reduce or even eliminate the need for medication (Pelham et al., 2005). ADHD is not listed as a distinct disability category in IDEA. However, students with ADHD may qualify for special education services under the category of "other health impairments" in IDEA or under Section 504 of the Rehabilitation Act.

4. What is visual impairment

Ans:-

Topic 185-Visual Impairment 16Aug2023

Students with visual impairments have difficulty seeing even with corrective lenses. Most commonly the difficulty has to do with refraction (the ability to focus), meaning that they may have trouble focusing their eyes on objects at different distances. Some students may also experience a limited field of view (called tunnel vision), which can make it difficult to see things that are not directly in front of them or be overly sensitive to light in general, which can make it uncomfortable or even painful to be in brightly lit environments. As with hearing loss, labels for visual impairment depend somewhat on the extent and nature of the problem. Both heredity and environmental factors can play a role in the development of visual impairments. Many eye conditions are known to have a genetic component, meaning that they are inherited from one's parents. For example, conditions such as color blindness, retinitis etc. Environmental factors that may contribute to visual impairments include poor nutrition, exposure to toxins, and injury to the eye. For example, a traumatic injury to the eye can cause vision loss, and exposure to toxins such as mercury or lead can damage the optic nerve or other structures in the eye. If a child complains that their vision is blurry or they are having difficulty seeing things in the distance, this is also a sign that they may be experiencing visual problems. It's important to take these complaints seriously and to schedule an eye exam with an optometrist or ophthalmologist. Regular eye exams are important for children, even if they do not exhibit any obvious signs of visual problems. Encouraging children to engage in physical activities and limiting screen time can be beneficial for their overall health and well-being, including their eye health.

5. Enlist 5 cooperative learning techniques and write a note on any one of them

Ans:-

Topic: 242- Cooperative Learning-2:-

16Aug2023

Five basic elements that are typically required in any cooperative learning lesson are:

Positive Interdependence:

Students must rely on each other to achieve a common goal or complete a task. They understand that their success is dependent on the success of their group mates. This element encourages collaboration and fosters a sense of collective responsibility.

Individual Accountability:

Each student is held accountable for their own learning and contribution to the group. Assessments and evaluations consider individual effort and understanding, ensuring that all students actively participate and contribute to the group's success.

Group Interaction and Communication:

Students engage in frequent and meaningful interactions with their groupmates. They discuss ideas, share information, explain concepts to each other, and provide constructive feedback. Communication skills, active listening, and effective collaboration are promoted within the group.

Social Skills Development:

Cooperative learning provides opportunities for students to develop social skills such as teamwork, leadership, empathy, and conflict resolution. They learn to work effectively with others, respect diverse perspectives, and engage in positive interactions within the group.

Group Processing:

Students reflect on their group's performance, discuss how effectively they worked together, and identify areas for improvement. Group processing allows students to evaluate their collaborative skills, develop strategies for better teamwork, and make adjustments for future cooperative learning experiences.

These elements work together to create a cooperative learning environment that promotes active engagement, critical thinking, effective communication, and social growth among students.

6. How you can implement problem solving techniques in classroom

Ans:-

Topic 216: Problem Solving in the Classroom 16Aug2023

Problem solving is a teaching strategy that we can use in the classroom. Students are generally used to lecture method, discussion method and some other strategies. Problem solving is usually considered that it is used to just produce the new knowledge and it is used to give skills to be involved in to get new solution by thinking themselves or by working in a group to learn the collaboration and they will just include any situation, event by working together. Problem solving happens in classrooms when teachers present tasks or challenges that are deliberately complex and for which finding a solution is not straightforward or obvious.

The responses of students to such problems, as well as the strategies for assisting them, show the key features of problem solving. A teacher should promote and tell the students to complete their work by doing on the problems and you should also use the reinforcement and you should introduce or announce some tokens. Tokens mean that you can announce I will give two marks more if the students will bring three ideas or solutions.

7. Causes of behavior disorders

Ans:-

Topic 173-Causes of Behavioral Disorders 16Aug2023

There are multiple causes of behavioral disorders General features in common (Kauffman, 2005; Hallahan & Kauffman, 2006): **Physical illness or disability:** Students are feeling that they have some deficiency and they cannot work as other children are working such as malnutrition or brain damage .They cannot respond like other children. **Hereditary factors:** Some behavioral disorders may be linked to genetic factors, such as a family history of the disorder. **Gender:** Boys are more aggressive than girls. Some child feel that I am alone and other children they have their siblings. **Environment:** Exposure to toxins, poverty, social isolation, or trauma can contribute to the development of behavioral disorders. **Oppositional defiant disorder:** Parenting style, family conflict, and other family-related factors can contribute to the development of behavioral disorders. **Conduct disorder:** These disorders may arise from a combination of genetic, environmental, and social factors.

Paper#6

Edu 302, 16 August

1. Types of hearing loss

Ans:-

categories. **Types of hearing loss** include sensorineural (nerve-related), conductive (affecting the outer or middle ear) or a mixed hearing loss (mixture of both types.)The most common type of hearing loss is sensorineural. It is a permanent hearing loss that occurs when there is damage to either the tiny hair-like cells of the inner ear, known as stereocilia, or the auditory nerve itself, which prevents or weakens the transfer of nerve signals to the brain. Interference with transmission of the nerve signals to the brain can lead to problems with speech clarity or loudness growth. For these reasons, sensorineural hearing loss may mean difficulty understanding speech despite appropriate volume.

A less common type of hearing loss is conductive hearing loss, which occurs when there is an obstruction or damage to the outer or middle ear that prevents sound from being conducted to the inner ear. Conductive hearing loss may be temporary or permanent, depending on the cause. Mixed hearing loss commonly occurs when the ear sustains some sort of trauma. It also can happen gradually over time when one hearing loss is compounded by another. For example, a person with a long-standing conductive hearing loss might experience age-related hearing loss as they age. Alternatively, a person with age-related hearing loss may have a temporary mixed hearing loss due to wax impaction.

Sign Language is commonly used by students who are deaf as a means of communication. Sign languages are visual languages that use a combination of hand gestures, facial expressions, and body language to convey meaning Auslan interpreters and live remote captioning are two techniques that can be provided to students who are deaf to help them access educational materials and communicate with others. Each learner with a hearing loss should be assessed individually and accommodations should be implemented based on the unique needs of each student.

2. Vygotsky socio-cultural theory.. **Repeat see ans up**

3. Describe inquiry based learning. **Repeat see ans up**

4. Exemplify Reliabilty of test

Ans:-

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- a) **Reliability** is the indication of the consistency of measurement for example, if your weight reads 140lbs, one day, 240 pound the next day, and 40 pound the days after, your faith in the precision of the scale would be secretly shaken. The same is true of psychological test. Our measurements must be consistent over repeated tests of measurement. A good test should yield roughly the same scores over repeated measurements, as long as that which is being measured does not change dramatically.

5. How environment affect the learning.

Ans:-

- **Environment:** 16Aug2023

Environment significantly influences individual differences. Changes in child's environment are reflected in the changes in his personality. Psychologically speaking, a person's environment consists of sum total of stimulation which he receives from conception until his death.

Environment consists of physical, intellectual, social, moral, political, economic and cultural forces. All these forces cause individual differences. Modern psychologists believe that individual differences are caused by both heredity and environment. Personality is the outcome of mutual interaction between heredity and environment.

5 marks:

1.Differentiate teacher centered & student centered..

Ans:-

and free from distractions that could cause discomfort. Instructional choices or strategies: 16Aug2023 **Teacher-centered and student-centered** approaches are two different approaches to teaching. The **teacher-centered approach is a traditional approach** to teaching that places the teacher at the center of the learning process. The teacher is responsible for presenting the information, directing the activities, and assessing the progress of students. The focus is on the teacher delivering content to the students, and the students are expected to listen, learn, and follow instructions. The teacher-centered approach is often characterized by lectures, direct instruction, and rote learning. You don't have any choice to write according to your opinion or according to any other book. You should follow the same book whatever I suggested. The **student-centered** approach is a more modern approach to teaching that places the student at the center of the learning process. The focus is on engaging students in the learning process, encouraging them to take ownership of their learning, and providing opportunities for them to explore and discover new information. The teacher serves as a facilitator, guiding students through the learning process and providing support and feedback as needed. It is important for teachers to avoid labeling students with negative stereotypes or criticism. Teachers play a crucial role in the development and success of their students. Motivating and encouraging students is an important part of this role.

2.Describe ADHD, how teachers can assist..

Ans:-

16Aug2023

Students with ADHD may face unique challenges in the classroom, but with the right strategies and support, they can succeed academically and socially. Teachers should give extra attention and support to students with ADHD. When a teacher asks questions or engages with students in a positive and supportive way, it can help students with ADHD feel more valued. Being a teacher I always pay attention to those children's who back benchers. When students' exhibits sever attention-deficit, some medicines are advised. Medicines like Ritalin can reduce ADHD. We cannot use these medicines for a long time. In severe cases we may advice medicines. Teacher can use the technique of clear rules and procedures, for example, can reduce the "noise" or chaotic quality in the child's classroom life significantly. Teacher can help by making lists of tasks or of steps in long tasks. It can help to divide focused work into small, short sessions rather than grouping it into single, longer sessions. The goal for teachers, in essence, is to build the student's metacognitive capacity, while at the same time, of course, treating the student with respect.

3.Enlist 5 elements of cooperative learning, explain one in detail.. Repeat see ans up

Paper#7

EDU 302

Date 17-08-23

Objective from handouts

Subjective

1. Types of language

2. Problems with e learning

Ans:-

Topic 202 - Identification of Problems In E-Learning 17Aug2023

Identifying problems in e-learning is an important step in addressing the challenges that students may face when learning in an online environment. Some common problems that students may encounter when participating in e-learning include:

1. **Adaptability struggle:** Students may struggle to adapt to the online learning environment, particularly if they are used to traditional classroom instruction. The lack of face-to-face interaction, the need to manage their own learning, and the use of technology may all present challenges for students.
2. **Technical issues:** Technical issues, such as connectivity problems, software glitches, or hardware failures, can disrupt students' learning and cause frustration. Technical issues may also prevent students from accessing online resources or completing assignments.
3. **Computer literacy:** Students who are not familiar with technology or who lack computer literacy skills may struggle with e-learning. They may have difficulty navigating online platforms, using software applications, or accessing digital resources.
4. **Time management:** E-learning requires students to manage their own time effectively, which can be challenging for some students. Without the structure of regular class meetings and face-to-face interactions with teachers, students may struggle to stay on task and meet deadlines.
5. **Self-motivation:** E-learning requires a high degree of self-motivation and self-discipline. Students who lack motivation may struggle to stay engaged with the material, participate in online discussions, or complete assignments.

3. What is Computer Assistant Testing (CAT)

Ans:-

Topic: 127- Computer Assisted Testing 17Aug2023

- The computer age has led to a high-tech form of testing called CAT. (Computer Assisted Testing) Here, the individual sits at a computer keyboard, and the questions are presented on the screen.
- The testing becomes personalized since the testing is interactive with the computer, in effect custom designing the test to each student's skill level. For example, the question may get progressively more difficult until a level is reached. When a student begins to get the questions wrong, an easier set of questions suddenly appears. This branching of easier and harder questions called going "up the ladder" or "down the chute" continues until the student's true level of competence is reached.
- The educational testing services of USA are currently putting both the SAT and GRE (Graduate Record Exam) on a computer format.
- Many people believe that CAT is viable, cost-effective and a big improvement over paper and pencil testing.

4. Enlist theories of forgetfulness

Ans:-

Topic 146- Theories of Forgetfulness 17Aug2023

Different schools of thoughts explained why we don't able to memorize the things and how do we get forgetfulness? These five theories include the displacement theory, decay theory, interference theory, retrieval failure theory, and consolidation theory. Throughout the years, psychologists have created five theories of forgetting in an attempt to explain which environmental factors or cognitive abilities decay factors from which we don't remember and why memories slip from our memories. Tulving (1974) argued that information would be more readily retrieved if the cues present when the information was encoded were also present when its retrieval is required. The **Displacement Theory of forgetfulness** is a theory that suggests that forgetting occurs when new information interferes with the ability to recall old information. According to this theory, when new information is learned, it can displace or push out old information from memory, making it more difficult to recall. **Cue-dependent forgetting**: Cue-dependent forgetting (also, context-dependent forgetting) or retrieval failure, is the failure to recall a memory due to missing stimuli or cues that were present at the time the memory was encoded. **Trace decay theory** states that forgetting occurs

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occurs as a result of the automatic decay or fading of the memory trace. Trace decay theory focuses on time and the limited duration of short term memory. The duration of short-term memory seems to be 30 seconds. When STM is 'full', new information displaces or 'pushes out' old information and takes its place. Forgetting occurs because of interference from other memories.

5. Difference between discovery learning and direct instruction Repeat see ans up

6. Importance of critical thinking for teacher and student

Ans:-

Topic 210-Importance of Critical Thinking CT for Students and Teachers 17Aug2023

Critical thinking will enable you to better express your thoughts, ideas, and beliefs. Better communication helps others to understand you better, resulting in less frustration for both of you. Critical thinking fosters creativity and out-of-the-box thinking that can be applied to any area of your life. Critical thinking can help you better understand yourself, and in turn, help you avoid any kind of negative or limiting beliefs, and focus more on your strengths. Being able to share your thoughts can increase your quality of life.

7. Types of hearing loss Repeat see ans up

Paper#8

EDU302 17aug2023.. 10 McQ from 🖱 file. Everblue obj file

Subjective#

- 1 define sublimation as a successful defense mechanism. Repeat see ans up
- 2 diff bw direct instruction and discovery learning Repeat see ans up
- 3 types of learning and which is best Repeat see ans up
- 4 types of language Repeat
- 5 reliability Repeat see ans up
- 6 e learning Repeat see ans up
- 7 reasons for behavior diturbans Repeat see ans up

Paper#9

Edu302 17aug2023 4.30pm

- Causes of mental retardation

Ans:-

Topic 191:Causes of Mental Retardation 17Aug2023

Intellectual disability (ID) or mental retardation can have multiple causes:

- Trauma before birth, such as an infection or exposure to alcohol, drugs, or other toxins can disrupt normal brain development and lead to ID.
- Trauma during birth, such as oxygen deprivation or premature delivery can also lead to brain damage and ID.
- Inherited disorders, such as phenylketonuria (PKU) or Tay-Sachs disease.
- Chromosome abnormalities, such as Down syndrome can cause ID by disrupting normal brain development.
- Lead or mercury poisoning.
- Severe malnutrition or other dietary issues.
- Severe cases of early childhood illness, such as whooping cough, measles, or meningitis.
- Brain injury, Traumatic brain injury, such as from a car accident or fall, can cause brain damage.

- Vygotsky socio culture Repeat see ans up
- Unsuccessful mechanism Repeat see ans up
- Seven steps of hindlen model question hi wrong likha

Ans:-

The "Seven Step Lesson Plan" of the Madeline Hunter's Effective Teaching Model are listed below. 17Aug2023

Anticipatory Set (Focus): The teacher sets the stage for the lesson by activating students' prior knowledge and capturing their interest. This step aims to create relevance and context for the new material being taught.

Objective (Learning Outcomes): The teacher clearly states the lesson's learning objectives and what students are expected to achieve by the end of the lesson. This step provides a clear focus for the instruction.

Input: In this step, the teacher delivers the new information or content to the students. It can involve lectures, discussions, demonstrations, or other instructional methods.

Modeling: The teacher demonstrates the skills or processes that students need to learn. This step shows students how to approach the learning task effectively.

Checking for Understanding: The teacher assesses whether students have understood the material presented. This can be done through various formative assessment techniques, such as asking questions, conducting quizzes, or having students summarize the key points.

Guided Practice: Students engage in structured activities where they apply the newly acquired knowledge or skills. The teacher provides support and guidance during this practice phase.

Independent Practice: Students work independently to reinforce their learning. This step allows students to practice what they have learned on their own.

Closure: The teacher reviews the key points of the lesson, emphasizes the main learning objectives, and provides a conclusion to the lesson.

- Learning perspective of language development

Ans:-

Topic: 95- The Learning Perspective 17Aug2023

- This point of view contends that children copy what they see and hear. Kids learn from punishment and reinforcement. The main scholar associated with this learning viewpoint is B.F. Skinner.
- According to this theory, children learn language the same way they learn other kinds of behavior
- Through reinforcement, parents motivate and reinforces their babies for making resemble adult speech, and so children generalize abstracts and make more of these sounds as they grow
- Behaviorist opined that children utter sounds at random, in which those that sound like adult speech is reinforced.

- Ek abbreviation tha ADHM is trah ka yad nhi usky causes effects

Ans:-

Topic 163-Causes of ADHD 17Aug2023

It is important to consider both genetic and environmental factors, as both can play a role in the development and expression of the disorder. Genetic factors are inherited from our parents and determine many of our physical and behavioral traits. Cosmetic surgery has indeed advanced significantly in recent decades, with the development of new techniques and technologies that allow for more precise and effective procedures. Cosmetic surgery is primarily focused on changing the appearance of a person's physical features, such as the shape or size of their nose, or other body parts. Research shows that ADHD tends to run in families, with children" especially boys" of parents, who had ADHD somewhat more likely than usual to experience the condition themselves,

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It is possible that parents who formerly had ADHD may raise their children more strictly in an effort to prevent their own condition in their children; yet their strictness, ironically, may trigger a bit more tendency, rather than less, toward the restless distractibility characteristic of ADHD. On the other hand (or is it "on the third hand?"), the parents' strictness may also be a result, as well as a cause of, a child's restlessness.

Paper#10

edu302 ppr mostly handouts sy ayaaa
Shuru waly lec 153-200 tak ayr last waly
250- end lazmi daikhain...
Disorders ko lazmi focus karain
Is k sath next edu401 ka paper tha so I cut

Paper#11

[8/18/2023] EDU302 obje 5,6 from Everblue File
ADHD and high activity diffence 3 marks **Repeat see ans up**
describe effect of cultures in individuls life iwn word 3 marks

garian ,s theorey explain 5 marks

Ans:-

Topic: 266- Gilligan's Theory of Moral Development-3:- 18Aug2023

Gilligan proposed three stages of moral development in her theory:

Pre-conventional Stage: Similar to Kohlberg's theory, this stage reflects a self-centered approach to morality. However, Gilligan emphasized that girls, in particular, often prioritize their own needs and self-preservation over others due to societal expectations and gender socialization.

Conventional Stage: In this stage, individuals start to recognize the importance of social relationships and care for others. Moral decisions are influenced by an understanding of

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responsibility and the impact of actions on others. Gilligan suggested that women tend to focus on maintaining relationships and avoiding harm.

Post-conventional Stage: This stage reflects a higher level of moral reasoning that goes beyond personal relationships and care. Individuals in this stage consider broader social and ethical principles and strive for a balance between caring for others and addressing justice concerns. Gilligan argued that both men and women can reach this stage of moral development.

aur nai yaad rahy

Paper#12

Edu302 7.30am 19aug2023

Intellectual disabilities of students **Repeat see ans up**

Role of culture

Ans:-

19Aug2023

A **culture** is the system of attitudes, beliefs and behaviors that constitute the distinctive way of life. For example, Western cultures tend to prioritize individualism, emphasizing personal independence, self-expression, and individual rights. Asian cultures, on the other hand, often prioritize collectivism, focusing on group harmony, family values, and societal obligations. Asian cultures generally place a strong emphasis on hierarchy and respect for authority figures, such as parents, teachers, and elders. Western cultures often have a more egalitarian outlook, promoting equality and challenging authority when necessary.

Human expectations can vary significantly across different cultures due to the influence of various factors, including history, religion, values, social norms, and geographical context. Each culture has its own set of norms that define what is considered acceptable or appropriate behavior in various situations. These norms shape people's expectations of how individuals should act, interact, communicate, and fulfill their roles within society. Cultures often have distinct expectations regarding gender roles, family structures, and social hierarchies. These expectations determine the roles and responsibilities individuals are expected to fulfill and can influence their behavior and aspirations.

Direct Instruction and student centered instructions

Ans:-

Direct instruction that is directed from teacher towards students. Teacher can use any teacher strategy either can lecture method, discussion and question answer method. When it is directed through teacher towards students' guidance is called direct instruction. Direct instruction can be effective in facilitating complex thinking by providing students with a clear understanding of the concepts and skills they need to apply to more complex tasks.

Student centered instruction: Student-centered instruction involves giving students more control over their learning and encouraging them to take an active role in their own learning. This approach often involves problem-based learning, inquiry-based learning, or project-based learning, where students work on complex tasks or projects that require them to apply their knowledge and skills in creative and innovative ways. Student-centered instruction can be effective in facilitating complex thinking by encouraging students to think critically, creatively, and independently.

Classroom strategies

Ans:-

Topic: 251- Strategies for creativity in the class room-1: -

Set time aside for Journaling:

Journaling provides students with a space to freely express their thoughts, ideas, and emotions. It promotes self-reflection, introspection, and creative thinking. By allocating specific time for

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journaling activities, students can explore their creativity through writing, drawing, or even using multimedia tools.

Participate in five minutes of mindfulness each day:

Mindfulness exercises help students focus their attention and increase awareness of the present moment. Taking a few minutes for mindfulness at the beginning or end of each class can create a calm and focused atmosphere, allowing students to tap into their creativity more effectively.

Build brainstorming sessions:

Brainstorming is a powerful tool to generate ideas and encourage creative thinking. Allocate time for structured brainstorming sessions where students can freely share their ideas, build upon each other's suggestions, and explore different perspectives. This process stimulates creativity and encourages collaboration.

Use gamification to encourage participation:

Gamification involves incorporating game elements into the learning process to increase engagement and motivation. Design activities, quizzes, or challenges that require creative problem-solving. Introduce rewards, leaderboards, or badges to recognize and incentivize students' creative contributions.

Encourage risk-taking activities:

Creativity often thrives when students are willing to take risks and explore unconventional ideas. Create a supportive environment where students feel comfortable taking intellectual risks. Encourage them to think beyond the obvious solutions and embrace mistakes as learning opportunities.

Leave the classroom more often:

Taking students outside the traditional classroom setting can stimulate creativity by providing new environments and experiences. Conduct field trips, outdoor experiments, or nature walks that encourage students to observe, explore, and connect with the world around them. These experiences can inspire new ideas and perspectives.

Allow students to teach:

Giving students opportunities to teach their peers promotes creativity by requiring them to think deeply about the subject matter and find creative ways to communicate and engage their classmates. It encourages students to take ownership of their learning and develop their presentation and communication skills.

By implementing these strategies, educators can create an environment that fosters creativity and supports students in exploring their unique talents and ideas. Each strategy provides students with different opportunities to engage their creativity and develop their creative thinking skills.

In successful defense mechanism **Repeat see ans up**

Critical thinking

Ans:-

Topic 206- Critical Thinking 19Aug2023

Critical thinking requires skill at analyzing the reliability and validity of information, as well as the attitude or disposition to do so. The skill and attitude may be displayed with regard to a particular subject matter or topic, but in principle it can occur in any realm of knowledge. The critical thinker asks key questions, evaluates the evidence for ideas, reasons for problems both logically and objectively, and expresses ideas and conclusions clearly and precisely. To develop

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critical thinking skills, it is important to engage in activities that require analytical and evaluative thinking, such as analyzing texts, participating in debates or discussions, and solving complex problems. Teachers can also support the development of critical thinking skills by providing feedback and guidance, encouraging students to question assumptions and perspectives, and modeling critical thinking behaviors and attitudes.

Paper#13

edu302

visual impairment **Repeat see ans up**

forgetfulness theory **Repeat see ans up**

intellectual ability example

Ans:-

high in general intellectual ability and in achievement in several areas such as mathematics, science, and English. Generally, a child who possesses IQ of 140 or above and is superior in most areas of the school life or promises to be so is called a gifted child, strangely enough the gifted are forgotten students in the class. Because they are able to take care of themselves academically, they get less

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attention from the teacher. Many gifted children display signs of apathy, boredom, unhappiness and even maladjustment.

Sublimation **Repeat see ans up**

long

***female and male difference**

Ans:-

Topic: 257- Gender differences-1: - 19Aug2023

Gender differences refer to the variations or distinctions between males and females in terms of their biological characteristics, psychological traits, behaviors, and societal roles. These differences can be influenced by a combination of biological, social, and cultural factors. Females use more affiliative language whereas males use more assertive language in conversations with both parents and peers. Research suggests that males and females may exhibit variations in certain psychological traits and cognitive abilities. For example, some studies indicate that females tend to score higher on tests measuring verbal abilities and have better verbal memory, while males may perform better on spatial tasks.

Topic: 258- Gender differences-2: -

Some researches indicate following differences in males and females.

Women working longer than men: This statement is not universally true and can vary depending on the context. While women may spend more time on unpaid domestic work and caregiving responsibilities, men may spend more time in paid employment. However, gender roles and expectations can influence the division of labor within households and impact the amount of time women and men spend in work-related activities.

Inequality in employment and earnings: Gender inequality in employment and earnings refers to the disparity between men and women in terms of job opportunities, career advancement, and remuneration. Women, on average, tend to face challenges such as occupational segregation, limited access to higher-level positions, wage gaps, and discrimination in the workplace. These factors contribute to unequal opportunities and lower earnings for women compared to men.

Ownership inequality: Ownership inequality refers to the disparity in property and asset ownership between genders. Historically, women have faced obstacles in terms of property rights, land ownership, and access to financial resources. This inequality can limit women's economic independence and their ability to accumulate wealth and assets.

Survival inequality: Survival inequality can refer to various aspects such as differences in life expectancy and access to healthcare. In some contexts, women may face challenges related to healthcare access, maternal mortality rates, and gender-based violence, which can contribute to survival inequalities between genders.

Gender bias in the distribution of education and health: Gender bias in the distribution of education and health refers to unequal access and opportunities for education and healthcare based on gender. This can manifest in various ways, including disparities in school enrollment, literacy rates, access to quality healthcare, and reproductive health services. These biases can limit women's and girls' access to education and healthcare, affecting their overall well-being and opportunities for personal and professional development.

Gender inequality in freedom of expression: Gender inequality in freedom of expression relates to disparities in the ability of individuals, particularly women, to freely express themselves and participate in public discourse. Cultural norms, social expectations, and gender-based discrimination can restrict women's freedom of expression, leading to limitations on their voice, representation, and participation in decision-making processes.

***CAT Repeat see ans up**

***intellectual disability causes Repeat see ans up**

Intellectual disabilities of students Repeat see ans up

Role of culture Repeat see ans up

Direct Instruction and student centered instructions Repeat see ans up

Classroom strategies Repeat see ans up

Un successfull defense mechanism Repeat see ans up

Critical thinking Repeat see ans up

Factors affecting multiple intelligences test

Ans:-

Topic: 255- Multiple intelligence-1:- 19Aug2023

The concept of multiple intelligences was introduced by psychologist Howard Gardner. In 1983, Gardner proposed the theory of multiple intelligences in his book titled "Frames of Mind: The Theory of Multiple Intelligences." Gardner's theory challenged the traditional view of intelligence as a single, unitary ability measured by IQ tests. Instead, he argued that intelligence is a multifaceted construct and proposed the existence of multiple types of intelligences, each independent of the others.

Howard Gardner initially proposed seven intelligences in his theory of multiple intelligences and later added an eighth. Here are the intelligences as identified by Gardner:

Logical-mathematical intelligence: It relates to logical reasoning, problem-solving, and mathematical abilities.

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Linguistic intelligence: This intelligence involves proficiency in language, including reading, writing, speaking, and listening.

Interpersonal intelligence: Interpersonal intelligence refers to the ability to understand and interact effectively with others. It involves skills such as empathy, communication, and social interaction.

Intrapersonal intelligence: Intrapersonal intelligence relates to self-awareness, introspection, and understanding one's own thoughts, feelings, and motivations.

Musical intelligence: Musical intelligence refers to the ability to appreciate, create, and understand music. It includes skills such as rhythm, pitch, melody, and composition.

Spatial intelligence: This intelligence involves visual perception, spatial awareness, and the ability to mentally manipulate and understand spatial relationships.

Bodily-kinesthetic intelligence: This intelligence involves physical coordination, control, and dexterity. It encompasses skills related to body movements, hand-eye coordination, and physical expression.

Naturalistic intelligence: Naturalistic intelligence involves sensitivity and understanding of the natural world, including plants, animals, and ecosystems.

It's important to note that Gardner's theory of multiple intelligences suggests that these intelligences can be present in different combinations and strengths within individuals. Each person may have a unique profile of intelligences, and they can vary in their relative strengths and preferences.

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students in problem solving activities. Kids are more likely to reach their potential when challenged academically. Raises level of instruction, acceleration and ability grouping the level of instruction should be changed for these children's. Teacher introduces the projects and assignment or they work in a group. Students find peers with similar intellectual pursuits and may fit in better than in general education classroom. Gifted programs help students with academic achievement, socialization, and future success. While teachers can sometimes identify gifted children through their questioning patterns or academic performance, it is important to note that giftedness can manifest many different ways and may not always be immediately apparent in a classroom setting.

Lecture: 33

(Topics: 161-165)

Topic: 161- Attention deficit hyperactivity disorder: -

Topic: 162- Differences in perceptions: ADHD versus high activity: -

Topic: 163- Causes of ADHD: -

Topic: 164- Teaching students with ADHD: -

Topic: 165- Classroom management with ADHD: -

Topic 161-Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder is a problem with sustaining attention and controlling impulses. In the classroom, students with ADHD may exhibit a range of behaviors in the classroom that can make it difficult for them to learn and for others to teach or learn around them.



Students with ADHD often include fidget and squirm a lot, or have trouble remaining seated, or continually get distracted and off task, or have trouble waiting for a turn, or blurt out answers and comments. The student may shift continually from one activity to another, or have trouble playing quietly, or talk excessively without listening to others or the student may misplace things and seem generally disorganized. It is important for teachers to recognize that these behaviors are not intentional and are a result of the student's neurological differences. Teachers can help to support students with ADHD by providing clear expectations, and positive reinforcement.

Additional Reading:-

Students with ADD experience persistent limitations in their attention span, are highly distractible, have difficulty in concentrating and finishing tasks, and are impulsive. When the conditions are accompanied by hyperactivity, the disorder is called attention-deficit/hyperactivity disorder (ADHD). Experts estimate a correlation between 25% and 70% for students with ADHD and learning disabilities. Many students with ADHD are treated with medication such as Ritalin, Concerta, or Metadate CD, which help them focus better in the classroom. Yet the use of behavior therapy, which is aimed at changing behavior and thought patterns to learn how to relate to others and succeed, can significantly reduce or even eliminate the need for medication (Pelham et al., 2000). ADHD is not listed as a distinct disability category in IDEA. However, students with ADHD may qualify for special education services under the category of "other health impairments" in IDEA under Section 504 of the Rehabilitation Act.

Topic 162- Differences in Perceptions: ADHD Versus High Activity

A student with only a mild or occasional tendency to be restless, for example, may fit in well outdoors playing soccer, but feel unusually restless indoors during class. It also should not be surprising that teachers sometimes mistake a student who is merely rather active for a student with

- Childish behavior inconsistent with the child's age
- Lack of curiosity
- Learning difficulties
- IQ below 70

Topic 191-Causes of Mental Retardation

Intellectual disability (ID) or mental retardation can have multiple causes:

- Trauma before birth, such as an infection or exposure to alcohol, drugs, or other toxin disrupt normal brain development and lead to ID.
- Trauma during birth, such as oxygen deprivation or premature delivery can also lead to damage and ID.
- Inherited disorders, such as phenylketonuria (PKU) or Tay-Sachs disease.
- Chromosome abnormalities, such as Down syndrome can cause ID by disrupting normal brain development.
- Lead or mercury poisoning.
- Severe malnutrition or other dietary issues.
- Severe cases of early childhood illness, such as whooping cough, measles, or meningitis.
- Brain injury, Traumatic brain injury, such as from a car accident or fall, can cause damage.



Topic 192- Education of Mentally Retarded Children

Students with mild or moderate intellectual disabilities may be able to attend regular school and take classes alongside their non-disabled peers, depending on their individual needs and abilities. Students with severe or profound intellectual disabilities may benefit from attending special schools. Vocational training and job skills programs can provide individuals with the opportunity to learn and practice skills that are relevant to specific industries or trades, such as carpentry, auto repair, and tailoring.

Individual Plans: The education of mentally retarded or intellectually disabled children typically involves individualized plans and specialized programming that takes into account the child's specific needs and abilities.

Education: Special education services may include specialized instruction, assistive technology, and other accommodations that are designed to help the child access the curriculum and participate in the classroom.

Social skills: Social skills training can help children with intellectual disabilities to develop communication skills, improve their ability to form relationships, and navigate social situations.

Life skills: Life skills training can help children with intellectual disabilities to develop independence and self-care skills.

Topic: 185- visual impairment: -

Topic: 186- Teaching students with visual impairment-1: -

Topic: 187- Teaching students with visual impairment-2: -

Topic: 188- Teaching students with visual impairment-3: -

Topic: 189- The value of including students with special needs: -

Topic: 190- Mentally retarded children: -

Topic: 191- Causes of mental retardation: -

Topic: 192- Education of mentally retarded children: -

Topic: 193- Students with Intellectual Disabilities: -

Topic: 194- Teaching Students with Intellectual Disabilities: -4: -

Topic: 195- Students with Hearing and Sensory Impairments: -

Topic-185-Visual Impairment

Students with visual impairments have difficulty seeing even with corrective lenses. commonly the difficulty has to do with refraction (the ability to focus), meaning that they n trouble focusing their eyes on objects at different distances. Some students may also experience limited field of view (called tunnel vision), which can make it difficult to see things that directly in front of them or be overly sensitive to light in general, which can make it uncomfortable or even painful to be in brightly lit environments. As with hearing loss, labels for visual impairment depend somewhat on the extent and nature of the problem. Both heredity and environmental factors can play a role in the development of visual impairments. Many eye conditions are known to have a genetic component, meaning that they are inherited from one's parents. For example, conditions such as color blindness, retinitis etc. Environmental factors that may contribute to visual impairments include poor nutrition, exposure to toxins, and injury to the eye. For example, a traumatic injury to the eye can cause vision loss, and exposure to toxins such as mercury or lead can damage the optic nerve or other structures in the eye. If a child complains that their vision is blurry or they are having difficulty seeing things in the distance, this is also a sign that they may be experiencing visual problems. It's important to take these complaints seriously and to schedule an eye exam with an optometrist or ophthalmologist. Regular eye exams are important for all children, even if they do not exhibit any obvious signs of visual problems. Encouraging children to engage in physical activities and limiting screen time can be beneficial for their overall health, including their eye health.



Topic 186-Teaching Students with Visual Impairment-1

The treatment for students with visual impairments will depend on the extent and nature of their impairment. **Legal blindness** means that the person has significant tunnel vision or reduced visual acuity (sharpness of vision) of 20/200 or less, which means that he or she must be 20 feet from an object that a person with normal eyesight can see at 200 feet. For students with legal blindness, accommodations may include providing materials in large print or braille, using audiobooks or text-to-speech software, and providing assistive technology such as screen reader software. **Low vision** means that a person has some vision usable for reading but often needs a special optical device such as a magnifying lens for doing so. For students with low vision, accommodations may include using high-contrast materials, providing enlarged magnification devices, and using lighting that reduces glare. Modifications may include adjusting font size or spacing on materials, or providing additional time for completing assignments and assessments. **Mild visual impairment** means that a student will spend some or even all the time in class. Outdoor activities such as basketball, hiking, and cycling are great ways to divert attention away from mobile devices, indoor games such as table tennis, ludo, and other games can also be effective in promoting physical activity and reducing screen time.

Topic: 262- Academic and cognitive differences in gender-2: -

Topic: 263- Academic and cognitive differences in gender-3: -

Topic: 257- Gender differences-1: -

Gender differences refer to the variations or distinctions between males and females in terms of their biological characteristics, psychological traits, behaviors, and societal roles. These differences can be influenced by a combination of biological, social, and cultural factors. Females use more affiliative language whereas males use more assertive language in conversations with both parents and peers. Research suggests that males and females may exhibit variations in certain psychological traits and cognitive abilities. For example, some studies indicate that females tend to score higher on tests measuring verbal abilities and have better verbal memory, while males may perform better on spatial tasks.

Topic: 258- Gender differences-2: -

Some researches indicate following differences in males and females.

Women working longer than men: This statement is not universally true and can vary depending on the context. While women may spend more time on unpaid domestic work and caregiving responsibilities, men may spend more time in paid employment. However, gender roles and expectations can influence the division of labor within households and impact the amount of time women and men spend in work-related activities.

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Inequality in employment and earnings: Gender inequality in employment and earnings refers to the disparity between men and women in terms of job opportunities, career advancement, and remuneration. Women, on average, tend to face challenges such as occupational segregation, limited access to higher-level positions, wage gaps, and discrimination in the workplace. These factors contribute to unequal opportunities and lower earnings for women compared to men.

Ownership inequality: Ownership inequality refers to the disparity in property and asset ownership between genders. Historically, women have faced obstacles in terms of property rights, land ownership, and access to financial resources. This inequality can limit women's economic independence and their ability to accumulate wealth and assets.

Survival inequality: Survival inequality can refer to various aspects such as differences in life expectancy and access to healthcare. In some contexts, women may face challenges related to healthcare access, maternal mortality rates, and gender-based violence, which can contribute to survival inequalities between genders.

Gender bias in the distribution of education and health: Gender bias in the distribution of education and health refers to unequal access and opportunities for education and healthcare based on gender. This can manifest in various ways, including disparities in school enrollment, literacy rates, access to quality healthcare, and reproductive health services. These biases can limit women's and girls' access to education and healthcare, affecting their overall well-being and opportunities for personal and professional development.

Gender inequality in freedom of expression: Gender inequality in freedom of expression relates to disparities in the ability of individuals, particularly women, to freely express themselves and participate in public discourse. Cultural norms, social expectations, and gender-based discrimination can restrict women's freedom of expression, leading to limitations on their voice, representation, and participation in decision-making processes.

Topic: 259- Gender differences-3: -

Gender inequity has serious and long lasting consequences for women and other marginalized gender. Exposure to violence, objectification, discrimination, and socioeconomic inequality can lead to anxiety, depression, and low self-esteem. Gender inequity often translates into economic disadvantages for women. Women may face wage gaps, limited access to higher-paying jobs and leadership positions, occupational segregation, and discrimination in the workplace. These factors contribute to lower earnings, financial insecurity, and a higher likelihood of poverty among women. In societies where gender inequity persists, women may face barriers in accessing quality education. Discrimination, cultural norms, early marriage, and gender-based violence can hinder girls' education, leading to limited educational opportunities and lower literacy rates for women. This can further perpetuate social and economic disadvantages for women.

Topic: 260- Gender differences-4: -

According to biological theories, gender differences in psychology and behavior are caused by congenital factors, such as sex hormones, chromosomes, genes and heredity. Masculine people tend to communicate affection by including their friends in activities and exchanging favors. Masculine people tend to communicate with each other shoulder-to-shoulder (e.g., watching sports on

Divergent Thinking: This is a mode of thinking that involves generating multiple ideas or solutions to a problem. It is characterized by a free-flowing and open-ended approach to thinking, where many different possibilities are explored. Divergent thinking is often associated with creativity and innovation, and can be useful in brainstorming sessions and other contexts where new ideas are needed.

Convergent Thinking: Convergent thinking is a kind of thinking that concentrates on finding out one single best answer to questions and instructions that are oriented towards giving or single solution, means convergent thinking deals with determining the link between different ideas, so tasks of convergent have just one solution.

Topic 214: Difference Between Critical Thinking and Creative Thinking

Creative Thinking is going beyond the limitations and being original and fresh in one's ideas. Critical Thinking, on the other hand, is more evaluative in nature and analyses a particular thing. Hence, one can conclude that while Creative thinking is generative in purpose, Critical Thinking is analytical in purpose. Creative Thinking tries to create something new, while critical thinking seeks to assess worth or validity of something that already exists.

Topic 215: Problem Solving

Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. Problem solving involves the analysis and solution of tasks or situations that are complex or ambiguous and that pose difficulties or obstacles of some kind. Problem-solving coping style refers to an approach to dealing with stress or difficult situations that involves actively addressing the problem and trying to find a solution. Overall, the problem-solving coping style can be an effective way to manage stress and overcome challenges, but it may not be the best approach for everyone or every situation. Sometimes, it may be more effective to use other coping strategies, such as seeking social support or practicing relaxation techniques etc.

Topic 216: Problem Solving in the Classroom

Problem solving is a teaching strategy that we can use in the classroom. Students are generally used to lecture method, discussion method and some other strategies. Problem solving is usually considered that it is used to just produce the new knowledge and it is used to give skills to students. It involves getting a new solution by thinking themselves or by working in a group to learn through collaboration and they will just include any situation, even by working together. Problem solving happens in classrooms when teachers present tasks or challenges that are deliberately complex and for which finding a solution is not straightforward or obvious.

The responses of students to such problems, as well as the strategies for assisting them, show the key features of problem solving. A teacher should promote and tell the students to complete their work by doing on the problems and you should also use the reinforcement and you should introduce or announce some tokens. Tokens mean that you can announce I will give two marks more if the students will bring three ideas or solutions.

93/132

Topic 217: The Effect of Constraints-Well-Structured Versus Ill-Structured Problems

A well-structured problem provides much of the information needed and can in principle be solved using relatively few clearly understood rules. Classic examples are the word problems often taught in math lessons. An ill-structured problem has the converse qualities: the information is not necessarily within the problem, solution procedures are potentially quite numerous, and a multiple solutions are likely.

Topic 218: Common Obstacles to Solving Problems

Paper#16

My Today Paper: Edu 302

Timing: 4:30

(Mcqs from handouts but quite easy)

(Some subjective questions from Sir Aqib file)

1) Explain perspective learning of language development? 3 Repeat see ans up

2) Enlist three types Inquiry learning? 3

Ans:-

Inquiry-based learning has four types

- Confirmation
- Structured
- Guided
- Open inquiry

3) describe problem solving approach is refer to stress or difficult situation? 3

Ans:-

Topic 215: Problem Solving

19Aug2023

Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. Problem solving, the analysis and solution of tasks or situations that are complex or ambiguous and that pose difficulties or obstacles of some kind. Problem-solving coping style refers to an approach to dealing with stress or difficult situations that involves actively addressing the problem and trying to find a solution. Overall, the problem-solving coping style can be an effective way to manage stress and overcome challenges, but it may not be the best approach for everyone or every situation. Sometimes, it may be more effective to use other coping strategies, such as seeking social support, practicing relaxation techniques etc.

4) Name of three types of exceptional children? 3 Repeat see ans up

5) The term Intellectual disability? 3

6) Give five suggestion to improve children language development at school level? 5

Ans:-

Topic: 104- Suggestions for Improvement in Children's Language

19Aug2023

- Develop interest in language through different activities like word games.
- Play activities
- Story –telling
- Dramatization
- Speaking and hearing poetry
- Informal conversations and discussion

7) Five issues to face gifted children ? 5

Ans:-

Topic 158- Issues of Gifted Children 1:-

Gifted children can face a wide range of issues and challenges related to their exceptional abilities and achievements. 19Aug2023

- I. **Self-Esteem Issues:** Gifted children may struggle with self-esteem issues, especially if they feel misunderstood or out of place among their peers.
- II. **Guilt:** They may feel guilty about their talents or accomplishments, especially if they feel that they have not earned them or that they are not using them to their full potential.
- III. **Perfectionism:** They may struggle with perfectionism, setting high standards for themselves that can be difficult to meet and leading to feelings of failure or anxiety.
- IV. **Control Issues:** They may struggle with control issues, especially if they feel that their environment or circumstances are not conducive to their talents or interests.
- V. **Unrealistic Expectations:** Gifted children may face unrealistic expectations from others, including parents, teachers, and peers, which can lead to pressure and stress. It needs hard work and team cooperation.
- VI. **Impatience:** They may struggle with impatience, especially if they feel that they are not being challenged or stimulated enough in their regular environment.
- VII. **Friendship Issues:** They may struggle with forming friendships with peers who do not share their interests or abilities, leading to feelings of isolation or loneliness.
- VIII. **Attention and Organization Issues:** They may struggle with attention and organization issues, especially if they have a lot of interests or commitments that they find difficult to manage.
- IX. **Being bullied at times or even have to combat depression:** Gifted children may be at a higher risk of being bullied or experiencing depression, especially if they feel misunderstood or marginalized by their peers or environment.
- X. **Talk them down:** They may engage in negative self-talk, especially if they feel that they are not living up to their own or others' expectations.

8) Explain Four levels of Intellectual disability? 5

Ans:-

Topic 190-Mentally Retarded Children

19Aug2023

Mental retardation (or intellectual disability) means having below average intelligence and skills necessary for daily life. It exists in children and adults whose brains do not develop properly or function within the normal range. There are four levels of Intellectual Disability (ID):

1. **Mild:** Individuals with mild Intellectual Disability may have an intellectual functioning level of 50-70. Individuals with mild ID are slower in all areas of conceptual development and social and daily living skills. These individuals can learn practical life skills, which allow them to function in ordinary life with minimal levels of support.
2. **Moderate:** Individuals with moderate ID may have an intellectual functioning level of 35-50. They may have significant difficulties with academic learning and may need support with activities of daily living, such as dressing and grooming. Individuals with moderate ID can take care of themselves, travel to familiar places in their community, and learn basic skills related to safety and health. Their self-care requires moderate support.
3. **Severe:** Individuals with severe ID may have an intellectual functioning level of 20-35. They may have limited communication skills and may require significant support with activities of daily living.
4. **Profound:** Individuals with profound ID may have an intellectual functioning level below 20. They may have significant physical and medical needs, as well as limited communication skills.

Best off luck to all students ☸️😊

Paper#17

[8/21/2023] Edu302.

- 1) Learning perspective of language development. Repeat see ans up
- 2) types of hearing loss. Repeat see ans up
- 3) bilingualism. Repeat see ans up
- 4) stages of Piaget theory.

Piaget Cognitive Theory 21Aug2023

Piaget believed those children's cognitive development progresses through four stages which involve sensory-motor, preoperational, concrete operational, and formal operational periods.

These stages are treated as fixed and universal and represent a general sequence which is observable in all types of cognitive change.

5) problem solving .

Ans:-

21Aug2023
Problem-solving: Problem-solving involves identifying and analyzing problems, developing and evaluating possible solutions, and implementing and monitoring solutions to ensure they are effective. Problem-solving is important for making decisions, resolving conflicts, and achieving goals.

6) ADHD. Repeat see ans up

7) long m b stages wla t'ha Piaget theory ki .

Ans:-

Piaget Cognitive Theory 21Aug2023

Piaget believed those children's cognitive development progresses through four stages which involve sensory-motor, preoperational, concrete operational, and formal operational periods.

These stages are treated as fixed and universal and represent a general sequence which is observable in all types of cognitive change.

1. The sensory-motor stage. The sensorimotor stage is characterized by the first two years of life during which infants think through their five senses or symbol. At the beginning of this stage, the sensory reflexes of the child serve to make up for his/her intelligence. The child engages in circular reactions (repeating chance behaviors) which help him/her to adapt to his/her surroundings. When you give instructions child will respond quickly.

ii. The preoperational stage.

At the preoperational stage, as children grow, they enter the preoperational stage (2 to 7 years) children have not yet developed the ability to think logically. Instead, they use their intuition and perception to understand the world and solve problems. For instance, children at this stage are unable to understand conservation, the idea that the amount of a substance remains the same regardless of its container's shape or how many pieces and shapes the substance is transformed into

iii. The concrete operational stage

The concrete operational stage occurs approximately between ages 7 and 11 and is characterized by children's ability to think logically about concrete objects. As children enter middle childhood, they

iii. The concrete operational stage

The concrete operational stage occurs approximately between ages 7 and 11 and is characterized by children's ability to think logically about concrete objects. As children enter middle childhood, they accomplish a number of cognitive advancements. For example, children at this stage perform mental operations that follow logical rules. They are capable of thinking in more than one direction and are capable to see a problem from different angles (decent ratio). Consequently, they understand that certain characteristics remain the same even if they change their outward appearance (conservation). Their understanding of space is more precise when compared with the preschool children. They are capable of developing logical hierarchies and classification systems and can perform reversible actions which demonstrate that the children have now developed logical, flexible, and organized schemes than before.

iv. The formal operational stage.

The formal operational stage also called the post-operational stage occurs approximately between ages 11 years of age to own word. The stage of formal operations is similar to the stage of concrete operations in that both include the ability to engage in logical and systematic thinking. However, learners with formal operational thinking are able to apply the wide repertoire of cognitive abilities developed in the concrete operational stage to abstract and hypothetical situations. For example, learners can generate hypotheses and think systematically about the hypotheses. It is at this stage that learners are able to conduct "thought experiments" and think in terms of metaphors, ironies, analogies, and satire. However, not all learners will reach the formal operational stage. Accompanying this stage, comes the individual's desire to get noticed, often referred to as adolescent

egocentrism. This is a heightened self-consciousness phase in which the growing adolescents tend to believe that others are interested in them in the same way as they are themselves

8). Types of thinking **Repeat see ans up**

Mcqs kxh file se thy Bki handouts