EDT1602 SUMMARIES

QUESTION 1 (MCQ)

1. **A child must be in the _____ stage of cognitive development in order to engage in abstract thinking.** {PAGE 14 + 15: TUT102}
   - **Formal operations**
   - The following aspects of thought are characteristic of the formal operational stage:
     - o *Abstract thought*
   - {2016/6}
   - {2017/6/1}

2. **Which one of the following individuals is a major theoretician of child cognitive development?** {PAGE 17: TUT102}
   - **Jaen Piaget**
   - While Piaget posited specific stages of cognitive development through which children progress and he described what children are capable of doing at each stage…
     - {2016/6}

3. **An Eriksonian crisis in which a child must learn to function in society (e.g. school, with friends, as a member of the family), is the stage of _____** {PAGE 25: TUT102}
   - **Industry vs Inferiority**
   - This stage coincides with the time when schooling begins and the child is involved in absorbing knowledge and developing intellectual and physical skills.
     - {2016/6}
     - {2017/6/1}

4. What are the two processes associated with adaption-based changes in a child's schemes?
     - {2016/6}
     - {2017/6/1}

5. **How many stages of development, from birth to death, were proposed by Erikson?** {PAGE 24: TUT102}
   - **8 stages**
   - **Erikson's stages of development**
     1. Trust vs Mistrust (birth to ±18 months)
     2. Autonomy vs Shame and doubt (18 months to ±3 years)
     3. Initiative vs Guilt (3 to ±6 years)
     4. Industry vs Inferiority (6 to ±12 years)
     5. Identity vs Role diffusion (adolescence)

6. Intimacy vs Isolation (young adult)
7. Generativity vs Stagnation (young adulthood to middle age)
8. Integrity vs Despair (later adulthood to old age)
- {2016/6}
- {2016/10}
- {2017/10}
- {2017/6/1}

6. **In effective learning environments, all students _____**
{PAGE 58: PB}
- **Are offered the same level of support.**
- Are NOT taught exactly the same way.
- Are expected to succeed in the same way.
    - {2016/6}
    - {2017/10}

7. **Providing a student with enough help to complete a task and then gradually decreasing the help as the learner becomes able to work independently is called _____** {PAGE 18: TUT102}
- **Scaffolding**
- **Scaffolding** is a process whereby the more advanced people change the amount or kind of support provided to the less skilled people, as the latter become more proficient in the skill.
    - {2016/6}
    - {2016/10}
    - {2017/6}
    - {2017/6/1}

8. **Which one of the following is NOT an acceptable approach to structuring a curriculum framework?** {PAGE 2 + 3: PB}
- **An assessment based approach**
- The following is an acceptable approach to structuring a curriculum framework:
    o Content-based approach
    o Experience-based approach
    o Outcomes-based approach
- {2016/6}

9. Which of the following is associated with a teacher-centred approach?
    - {2016/6}
    - {2017/6/1}

10. **Constructivism is based on the premise that _____**
{PAGE 45: PB}

- **Knowledge is obtained and understanding is expanded through active construction and reconstruction of mental frameworks.**
  - {2016/6}
  - {2016/10}
  - {2017/10}
  - {2017/6/1}

11. Which one of the following individuals is a major theoretician of behavioural theory? {PAGE 35: TUT102}

- **BF Skinner**
- Of the many behaviourists who succeeded Watson, by far the most influential was **BF Skinner (1904–1990)**.
  - {2016/10}
  - {2017/6}
  - {2017/6/1}

12. Which one of the following is NOT one of the levels of moral reasoning suggested by Kohlberg? {PAGE 29 + 30: TUT102}

- **Non-Convential**
- **Levels of Moral reasoning suggested by Kohlberg**
  - o Pre-conventional level
  - o Conventional level
  - o Post-conventional level
  - {2016/10}
  - {2017/6}

13. A _____ reinforce is basic to biological functioning.
{PAGE 36: TUT102}

- **Primary reinforce**
- **Primary reinforcers**: A primary reinforcer is basic to biological functioning.
  - {2016/10}
  - {2017/6}
  - {2017/10}
  - {2017/6/1}

14. Ivan Pavlov's observations of animal salvation led to the development of learning principles referred to as _____ conditioning.
  - {2016/10}
  - {2017/6}
  - {2017/6/1}

15. Looking back at something and thinking about what happened or why it happened, is practicing _____
  - {2016/10}

- {2017/6}
- {2017/10}

16. An instructional strategy in which learners work together in small groups to help one another achieve a common learning goal is called _____
   - {2016/10}

17. Knowledge about how to teach effectively in a particular discipline is referred to as _____
   - {2016/10}
   - {2017/10}

18. "Grounding" a child for misbehaviour is an example of _____
   - {2017/10}

19. Which one of the following is MOST consistent with the position of BF Skinner?
   - {2017/10}

20. Which one of the following is NOT a characteristic of an effective teacher?
   - {2017/10}

21. Making learning significant for students includes the element of _____
   - {2017/10}

22. An individual's sense of who he is and what his unique qualities are, is referred to as the individual's _____
   - {2017/6/1}

23. Knowledge about the fundamental concepts, principles and relationships that define your subject is referred to as _____
   - {2017/6/1}

QUESTION 2 (LONGER QUESTIONS)

- **Questions = Unit 1**
   1. How do individuals' cognitive abilities develop?
   2. What is the social basis for cognitive development?
   3. What factors influence cognitive (intellectual) development?
   4. What are the four stages of cognitive development, according to Piaget?
   5. Write down two implications of Piaget's theory for people teaching teenagers at the formal stage.
   6. How do you plan to facilitate the development of your students' metacognitive skills?
   7. Write down three implications of Vygotsky's teaching theory.
   8. Can you give two examples of developmentally appropriate practices for adolescents at the formal operation stage?

9. According to Vygotsky, what kind of tools do children need in order to engage in and understand their environment?
10. How does cooperative learning utilise Vygotsky's concepts of scaffolding and intersubjectivity?
11. Discuss the teaching implications of the assumption that a child's cognitive development level influences his or her learning.
12. You are teaching History to Grade 8 learners. Explain how you would use Piaget and Vygotsky's theories to ensure that
    a. all learners are actively involved in the learning process
    b. your presentation of the learning material corresponds with the learners' level of cognitive development

- Try to explain the meaning of the following terms in your own words and then check to see if you are correct.
    1. Cognitive development
    2. Schemas
    3. Assimilation
    4. Accommodation
    5. Equilibration
    6. Zone of proximal development
    7. Scaffolding
    8. Intersubjectivity
    9. Metacognition

- Read each of the following descriptions of behaviour. Write down in which stage of cognitive development – concrete operations or formal operations – this behaviour would be evident.
    1. understanding the related processes of multiplication and division
    2. perceiving more than one aspect of an object or problem at a time
    3. experiencing difficulty in thinking about hypothetical problems
    4. showing the ability to think logically about things that are unseen/invisible
    5. approaching problems in a systematic fashion and generating and testing various hypotheses

- **Questions = Unit 2**
    1. How do individuals develop a self-concept and self-esteem?
    2. How does social interaction influence personal growth?
    3. What social problems affect learners' school life?
    4. How do individuals develop moral reasoning?
    5. Differentiate between the self-concept and self-esteem.
    6. Can you name the stages of psychosocial development of school-age children?
    7. Discuss the potential impact of unsuccessfully resolved crises on an adolescent child's schooling.
    8. Discuss the role of conflict in each of Erikson's developmental stages.
    9. Give an example of each of Kohlberg's levels of moral reasoning.
    10. What is the role of social interaction in the development of a person's self-concept?
    11. What is the role of culture in the development of a person's self-esteem?
    12. How can teachers encourage gender equity in their classrooms?

13. How can teachers effectively accommodate early and late teenage maturation in their classrooms?
14. Are there gender differences in moral development? How does Gilligan approach this question?
15. Given that development is complex and includes many factors, how can teachers deal with learners' feelings of inferiority, guilt, or role diffusion? Give examples.
16. Think of classroom practices that could integrate your learners' cognition, affect and behaviour. Give examples.
17. What is the relationship between Gilligan's concept of survival and Piaget's concept of egocentrism? Explain.
18. In what ways can knowledge of your learners' personal and interpersonal growth help you to become a more effective teacher? Give examples.
19. What can teachers do to help learners reinforce desirable behaviour and take control of their actions?
20. What are the negative implications of negative reinforcement? Explain in which situations you would consider using it, giving your reasons for doing so.
21. What should teachers take into consideration before adopting any behavioural strategy? How can you make behavioural principles work for you and the learners in your class?
22. How would you select reinforces for your learners? Which behaviouristic principles would guide your selection process?
23. Thomas is in your Grade 9 class. He does very well academically, but his behaviour in class is irritating and disturbing. He is rebellious and disrespectful, he argues with you constantly and upsets the group in which he works to such an extent that they can never do any work properly. He also gets very angry when you punish him, but the punishment does not change his behaviour. You know that Thomas has good leadership qualities and much potential as a learner. What would you use as a reinforce to change his attitude and behaviour?

- Try to explain the meaning of the following terms in your own words and then check to see if you are correct:
    1. Morality of constraint
    2. Morality of cooperation
    3. Identity
    4. Identity diffusion:
    5. Moratorium
    6. Identity achievement
    7. Foreclosure
- **Questions = Unit 3**
    1. Explain the difference between classical and operant conditioning.
    2. What is positive reinforcement?
    3. What is the difference between negative reinforcement and punishment?
- Try to explain the meaning of the following terms in your own words and then check to see if you are correct:
    1. Classical conditioning
    2. Operant conditioning
    3. Negative reinforcement

2.1 Explain the difference between self-concept and self-esteem.
    - {2016/6}

2.2 Provide SIX (6) guidelines on how the teacher can develop the adolescent learners' self-concept and self-esteem in a classroom situation.
- {2016/6}
- {2017/6/2}
- {2017/10}
- {2017/6/1}

2.3 List and explain Kohlberg's levels of moral development.
- {2016/6}

2.4 Define the Zone of Proximal Development (ZPD)
- {2016/10}

2.5 Explain the concept of Vygotsky's zone of proximal development and give examples on how a teacher can discover learners' zone of development.
- {2017/6/1}

2.6 List and explain Piaget's stages of cognitive development.
- {2016/10}
- {2017/6/2}
- {2017/6/1}

2.7 List and explain the first SIX stages of Erikson's theory of psychosocial development.
- {2016/10}

2.8 List and explain the FOUR types of knowledge according to Anderson-Kratwohl taxonomy.
- {2017/6/2}

2.9 Differentiate between the terms "self-concept" and "self-esteem". Provide examples to illustrate the difference between these concepts.
- {2017/10}
- {2017/6/1}

2.10 Identify and discuss the FOUR stages of intellectual development according to Piaget.
- {2017/10}

QUESTION 3 (LONGER QUESTIONS)

3.1 Discuss the seven (7) roles of teachers (educators) as given in the Norms and Standards for Educators.

- {2016/6}
- {2016/10}
- {2017/6/2}

3.2 Give three (3) reasons for using direct instruction as a teaching strategy.
- {2016/6}

3.3 Explain the steps you should follow when preparing to use group work.
- {2016/6}

3.4 Give FIVE reasons for using problem solving as a teaching strategy.
- {2016/10}
- {2017/6/2}

3.5 Explain SIX of the steps you should follow when preparing to use cooperative learning.
- {2016/10}
- {2017/6/2}

3.6 List and explain the FOUR types of knowledge according Anderson – Krathwohl's taxonomy.
- {2017/10}
- {2017/6/1}

3.7 Name the SIX cognitive processes and explain what learners are required to do at each level of processing.
- {2017/10}
- {2017/6/1}

3.8 Discuss the FIVE (5) things that teachers need to do in order to create a positive learning environment.
- {207/6/1}

QUESTION 4 (LONGER QUESTIONS)

4.1 List and explain the four (4) types of knowledge according to the Anderson-Kratwohl taxonomy

- {2016/6}
- {2016/10}

4.2 Name the six (6) cognitive processes, according to this taxonomy, and explain what learners are required to do at each level.
- {2016/6}

4.3 Discuss SIX things that teachers can do to create a positive (quality) learning environment.
- {2016/10}
- {2017/6/2}

4.4 Differentiate between the terms "self-concept" and "self-esteem". Provide TWO examples for each concept to illustrate the difference between these concepts.
- {2017/6/2}

4.5 Discuss FIVE activities that a teacher can use to develop the thinking skills of adolescent learners.
- {2017/6/2}

4.6 Identify and briefly describe FOUR principles of constructivism
- {2017/10}

4.7 How can a teacher create a quality learning environment?
- {2017/10}

4.8 What is the difference between the concepts, "teacher-centred approach" and "learner-centred approach"?
- {2017/10}

4.9 Identify SIX (6) steps you should follow when preparing to use cooperative learning
- {2017/6/1}

4.10 Describe the factors that should be taken into account when a teacher is grouping learners in preparation for a co-operative learning activity.
- {2017/6/1}

4.11 Discuss SIX (6) thinking skills that a teacher can use when planning ways to enhance learners' thinking and problem solving abilities.
- {2017/6/1}

QUESTION 5 (LONGER QUESTIONS)

5.1 Describe the factors that should be taken into account when a teacher is grouping learners in preparation for a cooperative learning activity.
   - {2017/10}