

AMERICAN UNIVERSITY OF BEIRUT
FACULTY OF ARTS AND SCIENCE DEPARTMENT OF EDUCATION
EDUC 230 (Instructional Procedures)

EXAMINATION FOR Semester 1, 2005-6

25 January 2006, 8:00 a.m.

Time Permitted: 2 hours

Mark Total: 100

WEIGHTING: 50%

YOUR NAME: _____

(1)

_____ (2 marks)

b) Briefly outline two attributes of teachers

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

c)

Meaning.

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

(2)

around the stimulus-response-

a) Apply this dynamic to the way in which psychology students train a lab rat using operant conditioning.

_____ (3 marks)

b) Apply this dynamic to the way in which an elementary teacher might teach spelling.

(3 marks)

c) Apply this dynamic to the way in which teachers manage classroom order/discipline.

(3 marks)

(3)

Explain what this term means.

(2 marks)

b) Give an example from basic algebra
manipulate

(3 marks)

(4)

as the number of the level. *(Hint: there are 6 question*

Question	Level No.	Level Name
(i) From the measurements you have made, derive the relationship between voltage and current.	_____	_____
(ii) Line these blocks up from largest to smallest.	_____	_____
(iii) In what ways are these pictures different?	_____	_____

(iv) _____
The recognition of civil marriages. _____

(v) From the chemical tests you carried out,
what kind of food substances appear to
contain starch? _____

the height of the buildings in the scale
diagrams below. _____
(6 marks)

(5) Consider _____ meaning to _____ Using

a) in which memory is new information processed? _____ (1 mark)

b) in which memory is new information stored after encoding? _____
(1 mark)

c) _____

_____ (3 marks)

_____ (3 marks)

(6)

a) Briefly explain what inductive reasoning involves.

_____ (2 marks)

b) Provide an example of inductive reasoning in young children.

(2 marks)

c) Provide an example of inductive reasoning associated with a genius.

(2 marks)

(7) Briefly outline three different aspects of critical thinking.

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

(iii) _____
_____ (2 marks)

(8)a) Explain two different ways in which the

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

procedure.

(3 marks)

c) Describe two ways in which we can maximise the effectiveness of cooperative group learning by directing learner/learner interactions.

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

(9)a) Briefly discuss two ways in which a Direct instruction lesson differs from a Lecture-Discussion lesson. *(Talk about the conduct of the actual lesson, not the level of the pupils or the subject matter.)*

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

explain what happens in each.

Phase	What goes on
(i) _____	_____ _____
(ii) _____	_____ _____
(iii) _____	_____ _____
(iv) _____	_____ _____
(v) _____	_____ _____

(10 marks)

c) Provide an example of how a Concept Attainment lesson could follow directly from an Inductive lesson.

(4 marks)

d) Name a topic that would be suitable for the use of the Integrative strategy, and explain your choice.

(3 marks)

(10)a)

(i) instructional alignment: _____
_____ (2 marks)

(ii) monitoring: _____
_____ (2 marks)

(iii) feedback: _____

_____ (4 marks)

b) Give two examples of _____ s that help to prevent misbehaviour.

(i) _____
_____ (2 marks)

(ii) _____
_____ (2 marks)

(11)

with.

(3 marks)

(12) Outline the steps that a school department could take to put professional reflectivity into practice.

(3 marks)