

eExam Question Bank

Coursecode:

 Show entries

 Search:

<input type="checkbox"/>	Question Type <input type="checkbox"/>	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	<input type="text"/> is the name of a group where no criteria is used	Random					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> , ability and number is the criteria for grouping	Age					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> was an advocate of classical conditioning	Pavlov					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> method can be used at all stages of a lesson	Questioning					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> is the name of the method of teaching where the children are more active than the teacher	Child-centred					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> is the name of techniques/strategies a teacher employs while teaching	Teaching method					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Child centred classroom should have nature corner, book corner and <input type="text"/> corner	Creativity					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A child's <input type="text"/> is developed through play	Creativity					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Chin discovered knowledge through active <input type="text"/>	Experiment					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Developing appropriate practice is based on the principle that children construct <input type="text"/>	Knowledge					<input type="button" value="eExam"/>

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	Discussion is another name for a multiple floor interactive <input type="text"/>	Process						eExam
<input type="checkbox"/>	FBQ	Random is the name of a group where no <input type="text"/> is used	Criteria						eExam
<input type="checkbox"/>	FBQ	Initiator/executor is the kind of pre-school teacher that uses <input type="text"/>	Project method						eExam
<input type="checkbox"/>	FBQ	Montessori's interest in education sprung from her observation of <input type="text"/> children	Retarded						eExam
<input type="checkbox"/>	FBQ	The idea of training young women as kindergarten teachers was revolutionised by <input type="text"/>	Froebel						eExam
<input type="checkbox"/>	FBQ	Children are intrinsically motivated to learn once they receive appropriate <input type="text"/>	Stimulus						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> rejected the practice of learning by memorization	Pestalozzi						eExam
<input type="checkbox"/>	FBQ	Curriculum models can help us to <input type="text"/> a process by showing certain principles and procedures	Conceptualise						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is an indispensable requisite for socioeconomic growth of a country	Education						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is broad recognition of the parameters of learning events, objects, people or concepts	Awareness						eExam
<input type="checkbox"/>	FBQ	Curriculum development calls for <input type="text"/> effort in the part of each teacher	Cooperative						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> is more in keeping with the transmission model of education	Tracing						eExam
<input type="checkbox"/>	FBQ	Curriculum implementation can be equated with <input type="text"/>	Instruction						eExam
<input type="checkbox"/>	FBQ	Appropriate <input type="text"/> structures are essential for curriculum decision making to take place	Organisational						eExam
<input type="checkbox"/>	FBQ	One of the best known curriculum development models with special attention to planning phases is <input type="text"/>	Nursery						eExam
<input type="checkbox"/>	FBQ	Day care centres are to offer more than <input type="text"/> care	Custodial						eExam
<input type="checkbox"/>	FBQ	The saying 'the child is the father of the main' underscores the <input type="text"/> of early child's care and education	Importance						eExam
<input type="checkbox"/>	FBQ	Curriculum models can be either descriptive or <input type="text"/>	Prescriptive						eExam
<input type="checkbox"/>	FBQ	No one curriculum model is inherently <input type="text"/> to the others	Superior						eExam
<input type="checkbox"/>	FBQ	Early childhood curriculum models do affect child <input type="text"/>	Outcomes						eExam
<input type="checkbox"/>	FBQ	The twin screen of educational and social philosophy of the school have become what is now known as <input type="text"/>	Instructional objectives						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a process for selecting educational objectives	The Tyler's rationale						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	One of the best known curriculum development models with special attention to planning phases is <input type="text"/>	Tyler's						eExam
<input type="checkbox"/>	FBQ	A model can give <input type="text"/> to the curriculum process	Order						eExam
<input type="checkbox"/>	FBQ	Using a model in curriculum development can result in greater efficiency and <input type="text"/>	Productivity						eExam
<input type="checkbox"/>	FBQ	The models vary in terms of freedom granted teachers to interpret <input type="text"/> of model's framework	Implementation						eExam
<input type="checkbox"/>	FBQ	Variation among curriculum models only reflect differences in <input type="text"/>	Values						eExam
<input type="checkbox"/>	FBQ	Early childhood curriculum models are often used in <input type="text"/> _settings	Centre-based						eExam
<input type="checkbox"/>	FBQ	A conceptual framework and organisational structure for decision making about educational matters is referred to as <input type="text"/>	Curriculum model						eExam
<input type="checkbox"/>	FBQ	Programme to enhance early childhood development must be based on an <input type="text"/> of conditions in which children live	Understanding						eExam
<input type="checkbox"/>	FBQ	Early child care can take place in the home or in a <input type="text"/>	Centre						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is an essential component of development and learning	Play						eExam
<input type="checkbox"/>	FBQ	Children intellectual and socio emotional development is affected by <input type="text"/>	Stability						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	In the development of language, <input type="text"/> is critical	Interaction						eExam
<input type="checkbox"/>	FBQ	Learning in the first few years depends upon <input type="text"/> experiences	Sensory-motor						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> implies affection and a close loving relationship	Attachment						eExam
<input type="checkbox"/>	FBQ	Early development have several <input type="text"/> __dimensions	Interrelated						eExam
<input type="checkbox"/>	FBQ	To foster learning through play, children should be involved in <input type="text"/> __activities	Environmental						eExam
<input type="checkbox"/>	FBQ	For the child's growth and development, the teacher should recognise individual <input type="text"/>	Uniqueness						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is contrasted as a result of interactions between the child and his environment	Knowledge						eExam
<input type="checkbox"/>	FBQ	Children learn best when their physical needs are met and they feel <input type="text"/> safe	Psychologically						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __established the first kindergarten in Germany.	Froebel						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> __'s philosophy states that 'everything is good as it comes from the hands of nature but degenerates in the hands of man'.	Rousseau						eExam
<input type="checkbox"/>	FBQ	According to <input type="text"/> __, schools should be the 'forging place' of humanity	Comenius						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> __recommended compulsory education for all children irrespective of their society of origin	Martin Luther						eExam
<input type="checkbox"/>	FBQ	The education of children from birth to eight years is called <input type="text"/>	Early childhood education						eExam
<input type="checkbox"/>	FBQ	All the implicit values, norms and practices learnt in the education system fall under the <input type="text"/>	Hidden curriculum						eExam
<input type="checkbox"/>	FBQ	The programme of learning activities may be prescribed by recognised and approved <input type="text"/>	Educational agencies						eExam
<input type="checkbox"/>	FBQ	A deliberately planned programme of activities provided for learners is called <input type="text"/>	Formal curriculum						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is an indispensable instrument in any educational programme	Curriculum						eExam
<input type="checkbox"/>	MCQ	Early childhood Education is the education of children from birth to ____	12 years	8 years	death	university	B		eExam
<input type="checkbox"/>	MCQ	Pick out the incorrect description. Evaluation:	Is change in behaviour	Is approval of behaviour of learner	Involves getting evidence of behaviour changes	Is done through paper and pencil test	C		eExam
<input type="checkbox"/>	MCQ	____ models can help us to conceptualise a process by showing certain principles and procedures	Care giver	Parent	Parent	Curriculum	D		eExam
<input type="checkbox"/>	MCQ	Children are flexible, hence _____ should vary his method of teaching	Parents	Nursery	Kindergarten	Teachers	D		eExam
<input type="checkbox"/>	MCQ	Curriculum models can come in all but one of these forms	Diagrams or lists of steps	linear or non-linear	Inductive or deductive	Empirical or analytical	A		eExam
<input type="checkbox"/>	MCQ	Which of these is not an advantage of early interaction experiences of children resulting in their development?	Provides an avenue for play	Satisfying their need to be talked to and held	Stimulate their desire to communicate	Make them good dependent	D		eExam

<input type="checkbox"/>	MCQ	The infant responds to the caregiver's social overtures doing all but one of these	Crying	Cooing	Smiling	Talking	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which of these is an attachment between mother and child needed for the child's successful functioning in life?	Psychological	Emotional	Physical	Sociological	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	A child's psychological development go along with a child's	Psychosocial growth	Physical growth	Cognitive growth	Emotional growth	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	All but one of these conditions is the development and growth pattern of children	Cognitive	Geographic	Economic	Environmental	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which of these defines curriculum evaluation?	Debugging	Determining something	Determining something's worth	Sifting something	C	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Once a curriculum is designed, it may be evaluated by all but one of these	Design testing	Internal evaluation	Confidential review	Expert appraisal	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which is the ideal time for evaluation?	End of programme	Beginning of programme	Middle of programme	Beginning, middle and end	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Which is not a very important reason for evaluation and assessment of education programmes? To	Change schools	Know programme cost effectiveness	Assess child's progress	Know if programme meets set goals	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	The content of a worthwhile curriculum should be	Naturally defined	Culturally defined	Socially defined	Legally defined	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	To learn something new, children must do all but one of the following	Become aware	Eat well	Explore and inquire	Use and apply	B	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	The early childhood curriculum is constructed from three different elements. These are	Child, context, knowledge and understanding	Child, methods, objectives	Child, society, context	Child, curriculum, content	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Children do not leave the socio cultural aspects of their lives behind when attending school. This means that	Culture and people are an important part of child's education	Places and events are part of culture and society	Children are fathers of tomorrow	Child's upbringing should be done in the society	A	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	All but one of these make up the environment where children learn and develop	People child interact with	Material provided they encounter	Places and events experienced	Being isolated for safety	D	<input type="checkbox"/> eExam
<input type="checkbox"/>	MCQ	Pick out the option that is not a consideration required for understanding early childhood curriculum	Process of child's development	Process of child's affinity	The context	The content	B	<input type="checkbox"/> eExam

<input type="checkbox"/>	MCQ	Class teachers shape curricular decisions at all but one of these levels	Class and local school levels	District levels	State levels	National level	D	eExam
<input type="checkbox"/>	MCQ	Which of these is not an activity teachers carry out in curriculum design?	Write goals and objects	Create and approve funds	Select content and materials	Identify resources in school/community	B	eExam
<input type="checkbox"/>	MCQ	Pick out the incorrect description. Evaluation:	Is change in behaviour	Is approval of behaviour of learner	Involves getting evidence of behaviour changes	Is done through paper and pencil test	B	eExam
<input type="checkbox"/>	MCQ	Which of these is not a recognized division of education at early childhood?	Day care centres 0-2 years	Nursery 2 - 4 years	Kindergarten 4 - 6 years	Basic 4 - 6 years	D	eExam
<input type="checkbox"/>	MCQ	Which is the name given to early childhood education in the National Policy on Education	Pre-nursery	Nursery	Kindergarten	Pre-primary	D	eExam
<input type="checkbox"/>	MCQ	Curriculum models can come in all but one of these forms	Diagrams or lists of steps	Linear or non-linear	Inductive or deductive	Empirical or analytical	D	eExam
<input type="checkbox"/>	MCQ	Which of these is not a reason for the promotion of early childhood curriculum	Comparative	Demand for positive child outcomes	Urgency of school model evaluation reforms	Ensuring public money is well spent	A	eExam
<input type="checkbox"/>	MCQ	Tyler recommended that curriculum planners should identify general objectives by gathering data from all but one of these sources	Curriculum models	The learners	Life outside school	The subject matter	A	eExam
<input type="checkbox"/>	MCQ	A model which permits planners to enter at various points, skip components, reverse order is	Non linear	Non developmental	Non operational	Non sequential	A	eExam
<input type="checkbox"/>	MCQ	What is the name of a model which proposes a certain order of progression through the various steps	Linear	Sequential	Procedural	Flexible	A	eExam
<input type="checkbox"/>	MCQ	Taba's curriculum model is	Generalized	Inductive	Subjective	Developmental	B	eExam
<input type="checkbox"/>	MCQ	A curriculum model which proceed from general to specific is	Deductive	Inductive	Developmental interaction	General specific	A	eExam
<input type="checkbox"/>	MCQ	Pick out the option which is not a means. Curriculum models promote uniformity across early childhood programmes	Uniform goal implementation	Use of prepared curriculum	Consistent instructional techniques	Predictable child outcomes	A	eExam
<input type="checkbox"/>	MCQ	Variations among curriculum models determine all but one of these	Teacher's role	Curriculum focus	Model description	Ways children participate in learning	C	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Childhood development theories are important to curriculum model development. They serves as	Variation models	Main principal foundation	Developmental interaction	Creative curriculum	B	eExam
<input type="checkbox"/>	MCQ	Early childhood curriculum models are often used in all but one of these programmes	Public schools	Head start	Community based programmes	Creativity programmes	D	eExam
<input type="checkbox"/>	MCQ	Curriculum models provide well defined frameworks to do all but one of these	Guide program implementation	Guide evaluation	Provide content	Provide segregation in school system	D	eExam
<input type="checkbox"/>	MCQ	Caregiving programmes whether at home or in centres should be based on all but one of the following:	One programme model	Continuity and stability in caregiving	Warm and emphatic interaction	Activities grounded in early childhood development	A	eExam
<input type="checkbox"/>	MCQ	_____ is the name for a flexible kind of classroom management which adjusts curriculum to pupils need and abilities	Safe sanitary	Plenty adult-child contact	Grouping	Questioning	C	eExam
<input type="checkbox"/>	MCQ	A child's intellectual and socio-motional development is enhanced by concentration and motivation. These can be found in an environment that is all but one of these	Stable	Loveless	Dependable	Unambiguous	B	eExam
<input type="checkbox"/>	MCQ	Which of these is not an advantage of early interaction experiences of children resulting in their development?	Provides an avenue for play	Satisfying their need to be talked to and held	Stimulate their desire to communicate	Make them good dependent	D	eExam
<input type="checkbox"/>	MCQ	The infant responds to the caregiver's social overtures doing all but one of these	Crying	Cooing	Smiling	Talking	A	eExam
<input type="checkbox"/>	MCQ	Which of these is an attachment between mother and child needed for the child's successful functioning in life?	Psychological	Emotional	Physical	Sociological	A	eExam
<input type="checkbox"/>	MCQ	A child's psychological development go along with a child's	Psychosocial growth	Physical growth	Cognitive growth	Emotional growth	B	eExam
<input type="checkbox"/>	MCQ	All but one of these conditions is the development and growth pattern of children	Cognitive	Geographic	Economic	Environmental	A	eExam
<input type="checkbox"/>	MCQ	Pick out the option that is evident of a child's development	Type and way a task is accomplished at a given age	Child's physical growth	Child's language acquisition	Child's psychosocial development	A	eExam

<input type="checkbox"/>									
<input type="checkbox"/>	MCQ	A child's growth & development is determined by his uniqueness which is based on all but one of the following:	Individual learning styles	Personal family experiences	Cultural background	Family origin	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	All but one of the following are ways through which children's learning is facilitated	Social interaction	Play	Child's interest & motivation	Attending to his whims	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Pick out one of the ways children learn. Children learn through	Mingling freely	Studying	Rewards and punishment	Motivation	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Which of these is not a fundamental principle of child development?	Provide for children's active play	Provide for periods of quiet restful activities	Provide safe environment	Provide seclusion for child	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Piagets theory on early childhood focused on all but one of these	How children think	Use of language	Reason	Perceive that world	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The psychology of toilet routine and its effect on children spring up from the theories of one of these educators	Freud	Froebel	Praget	Erickson	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Which of these educators advocated that education for children should be child-centred and practical?	M. Luther	Cornenius	Rosseau	Pestalozzi	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	A developmentally appropriate early childhood curriculum should decide	What to teach	How to teach	How to evaluate teaching and learning	How learners make career choice	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	_____ is change in behaviour	Good nutrition	Evaluation	Adequate health care	Supply of prescribed books & exercises	B	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Which of the following is a description of early childhood education? It is the education of children from:	Birth	The time they can work	Birth to age 8	At school age	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The informal interaction for children with others which results in their learning more about values, skills, morality, etc is called one of these:	Hidden curriculum	Content curriculum	Information curriculum	Unrecognised curriculum	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The programme of learning activities can be prescribed by recognised and approved bodies such as except	WAEC & NECO	JAMB	NREDC	NURTW	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The term formal curriculum is sometimes referred to as	Intended curriculum	Researched curriculum	Processed curriculum	Hidden curriculum	A	<input type="button" value="eExam"/>	

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Curriculum is an organised framework which outlines all but one of the following	How to achieve greatness	The content to learn	The processes of learning	Methods and content of teaching and learning	A	eExam

Showing 1 to 120 of 120 entries

Previous 1 Next