

eExam Question Bank

Coursecode:

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<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	One of the most important considerations in designing a biology laboratory is <input type="text"/>	space					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A representation of the teacher's preparation for a specific lesson is a <input type="text"/>	lesson plan					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> is the material from which the classroom teacher plans particular lesson(s) to be taught within particular periods	scheme of work	teaching unit				<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	<input type="text"/> describes all the planned and guided learning experiences, designed by the school and prepared by the federal government to achieve predetermined educational objectives	curriculum					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Everything a teacher does before engaging in the actual teaching process is <input type="text"/>	planning					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A competent teacher is one who understands the place of <input type="text"/> in the total curriculum, carefully plans and systematically varies students learning	learning experiences					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	The aim of science teaching is to <input type="text"/> the understanding of scientific concepts being taught in schools	facilitate					<input type="button" value="eExam"/>

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	The process of using alternative resources for enhancing biology teaching in the absence of the real ones is called <input type="text"/>	improvisation					eExam
<input type="checkbox"/>	FBQ	The first step in integrating experiential learning in Biology is <input type="text"/>	plan					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are used with other textbooks as the main study material of a particular subject	co-basal textbooks					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> method will encourage students' active involvement in learning	discussion					eExam
<input type="checkbox"/>	FBQ	The role of the teacher in discussion method is to <input type="text"/> view of learners towards objectives	direct					eExam
<input type="checkbox"/>	FBQ	Textbooks are known to encourage <input type="text"/> without any critical thinking	cramming					eExam
<input type="checkbox"/>	FBQ	Materials employed by students and teachers as standard work on a particular skill or subject is referred to as <input type="text"/>	textbooks					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> are sometimes used as the only source of secured information in schools for teaching and learning	textbooks					eExam
<input type="checkbox"/>	FBQ	Those teaching and learning resources obtainable from the environment or community where the school is located are described as <input type="text"/>	community resources					eExam
<input type="checkbox"/>	FBQ	Motion pictures in films and CDs produce a <input type="text"/> and <input type="text"/> impact on biology students	strong, lasting					eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The collection of real things or objects as teaching materials is <input type="text"/>	specimens						eExam
<input type="checkbox"/>	FBQ	Discussion method encourage active <input type="text"/> of learners in the class	participation						eExam
<input type="checkbox"/>	FBQ	The Lecture method enhance teachers' <input type="text"/>	self-confidence						eExam
<input type="checkbox"/>	FBQ	models are modified versions of the real <input type="text"/>	objects	things					eExam
<input type="checkbox"/>	FBQ	Didactic method of teaching makes learners <input type="text"/> listeners	passive						eExam
<input type="checkbox"/>	FBQ	Television recordings, video presentations, e-facilitation and audio tapes are examples of instructional materials used in schools. All are audio-visuals except <input type="text"/>	audio tapes						eExam
<input type="checkbox"/>	FBQ	Audio-visual materials are materials that stimulate both the senses of <input type="text"/> and <input type="text"/> simultaneously	sight, hearing						eExam
<input type="checkbox"/>	FBQ	Resources in teaching/learning process include anything or anybody to which or whom a teacher or a learner can turn to for <input type="text"/>	information	help					eExam
<input type="checkbox"/>	FBQ	Where instructional materials are lacking or inadequate, a good teacher is expected to <input type="text"/>	improvise						eExam
<input type="checkbox"/>	FBQ	It is a truism that learning is essentially a <input type="text"/> process and teaching is only an instrument of learning	social						eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	<input type="text"/> is a working representation of the actual thing involving students in a kind of role play	simulation					eExam
<input type="checkbox"/>	FBQ	Interpersonal skills in group activities are enhanced by the use of <input type="text"/>	cooperative learning					eExam
<input type="checkbox"/>	FBQ	Natural resources, materials, specialists in Agriculture and agro-based industries are all facets of <input type="text"/>	community resources					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> enables students to explore things when the reality may be too difficult, expensive, dangerous, too fast or too slow to process.	simulation					eExam
<input type="checkbox"/>	FBQ	teaching aids should be able to stimulate <input type="text"/>	reality					eExam
<input type="checkbox"/>	FBQ	In cooperative learning, all members of the group seek <input type="text"/> benefit so that every member gains from each others' support.	mutual					eExam
<input type="checkbox"/>	FBQ	An important technique in assessing processes is <input type="text"/>	observation					eExam
<input type="checkbox"/>	FBQ	experiments help students to develop <input type="text"/> attitude	scientific					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> can affect the use of computer assisted instruction (CAI) when not available	electricity					eExam
<input type="checkbox"/>	FBQ	Project method is a planned activity in which students are allowed to <input type="text"/> on their own.	investigate					eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	procedures and products are separate entities that can be observed, <input type="text"/> and evaluated independently	measured						eExam
<input type="checkbox"/>	FBQ	The following facts describes <input type="text"/> i.learners understanding may be limited to what is represented in it ii. It emphasizes major aspects iii. It facilitates recall and retention iv.it is useful in assessing prior knowledge	concept mapping						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a means of acquiring process skills	experimentation						eExam
<input type="checkbox"/>	FBQ	background <input type="text"/> is necessary for discussion to be successful	knowledge						eExam
<input type="checkbox"/>	FBQ	projects are best for <input type="text"/> or group instruction	individualize						eExam
<input type="checkbox"/>	FBQ	experimentation is a means of acquiring <input type="text"/> skills	process						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> it is a planned activity in which students are allowed to investigate on their own.	project method						eExam
<input type="checkbox"/>	FBQ	In order to elicit more students' response, the teacher should <input type="text"/> the discussions	lead						eExam
<input type="checkbox"/>	FBQ	To establish similarity between certain dissimilar things can be described as <input type="text"/>	analogy						eExam
<input type="checkbox"/>	FBQ	A tool used for collecting qualitative data or information from members of a group through discussion is <input type="text"/>	focus group discussion						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	Constructivist theory maintains that learners come into the classrooms with ideas concerning a new <input type="text"/>	problem						eExam
<input type="checkbox"/>	FBQ	A diagrammatic representation of ideas using arrows to indicate their relationship so as to present new knowledge structure is <input type="text"/>	concept mapping						eExam
<input type="checkbox"/>	FBQ	When a teacher notes keywords, phrases or ideas from lessons, arrange them in a hierarchy, draw circles around them and connects their arrows or lines, the teacher is constructing <input type="text"/>	concept map						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> method of teaching has the advantage of attracting the rapt attention of learners	demonstration						eExam
<input type="checkbox"/>	FBQ	A learning strategy that lays emphasis on active role of learners in the process of constructing their own knowledge is <input type="text"/>	constructivism						eExam
<input type="checkbox"/>	FBQ	To establish similarity between certain dissimilar things can be described as <input type="text"/>	analogy						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> method will encourage students' active involvement in learning	discussion						eExam
<input type="checkbox"/>	FBQ	The role of the teacher in discussion method is to <input type="text"/> view of learners towards objectives	direct						eExam
<input type="checkbox"/>	FBQ	Constructivist theory maintains that learners come into the classrooms with ideas concerning a new <input type="text"/>	problem						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> is regarded as a structured activity with a set of rules for the activity involving two or more students in an interaction towards achieving certain objectives	game						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> method can be said to be a teacher dominated approach to teaching	lecture						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> involves matching new ideas with the old ones already stored in the memory	analogy						eExam
<input type="checkbox"/>	FBQ	The transformation to surmount the barrier between the starting situation and the final goal is described as <input type="text"/>	problem solving						eExam
<input type="checkbox"/>	MCQ	_____ is regarded as a structured activity with a set of rules for the activity involving two or more students in an interaction towards achieving certain objectives	field trip	game	practicals	group discussion	B		eExam
<input type="checkbox"/>	MCQ	The transformation to surmount the barrier between the starting situation and the final goal is described as _____	educational objective	aims of instruction	problem solving	all of the above	C		eExam
<input type="checkbox"/>	MCQ	_____ involves matching new ideas with the old ones already stored in the memory	contrasting	analogy	comparism	similarity	B		eExam
<input type="checkbox"/>	MCQ	To establish similarity between certain dissimilar things can be described as _____	contrasting	analogy	comparism	similarity	B		eExam
<input type="checkbox"/>	MCQ	A tool used for collecting qualitative data or information from members of a group through discussion is _____	questionnaire	focus discussion	group focus discussion	focus group discussion	D		eExam
<input type="checkbox"/>	MCQ	Which of the following is not true of constructivism?	it hardly leads to adequate coverage of the syllabus	it helps to assess students understanding of a topic	it is time consuming	it is a child centered approach to teaching	A		eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Constructivist theory maintains that learners come into the classrooms with ideas concerning a new _____	idea	problem	innovation	situation	B	eExam
<input type="checkbox"/>	MCQ	Which of the following is not true of concept mapping?	it has the advantage of reflecting the extent of knowledge of the mapper and the mapper himself	it can be used to teach any subject	it lowers students' anxiety in science classes	knowledge is represented in form of a structure or map	A	eExam
<input type="checkbox"/>	MCQ	A learning strategy that lays emphasis on active role of learners in the process of constructing their own knowledge is _____	learner participatory	constructivist theory	child-centred	constructivism	D	eExam
<input type="checkbox"/>	MCQ	When a teacher notes keywords, phrases or ideas from lessons, arrange them in a hierarchy, draw circles around them and connects their arrows or lines, the teacher is constructing _____	Biological chart	biological diagramme	concept map	all of the above	C	eExam
<input type="checkbox"/>	MCQ	A diagrammatic representation of ideas using arrows to indicate their relationship so as to present new knowledge structure is _____	A chart	conceptualization of knowledge	diagrammatic mapping	concept mapping	D	eExam
<input type="checkbox"/>	MCQ	One of the following is not acceptable	experimentation is a means of acquiring process skills	experiments can be carried out by individuals or groups of students	A laboratory is a room or building set aside strictly for pathological investigations	experiments help students to develop scientific attitude	C	eExam
<input type="checkbox"/>	MCQ	A display or an exhibition usually carried out by the teacher while the students watch is _____	experimentation	discussion	demonstration	concept mapping	D	eExam
<input type="checkbox"/>	MCQ	Field trip should be encouraged for the following reasons except _____	it provide opportunity of having first hand knowledge	it motivates work	it aids retention	none of the above	D	eExam
<input type="checkbox"/>	MCQ	Which of the following is not a limitation of field trip?	it may end up a waste of time and resources	it is extremely tedious	it may encroach into other lesson periods	it helps students to understand man's relationship with his environment	D	eExam

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<input type="checkbox"/>	MCQ	When assessing manipulative skills, which of the following should be looked out for?	reading of instruments correctly	efficient use of working tools	recording of observations correctly	accurate observation	B	eExam
<input type="checkbox"/>	MCQ	Non-cognitive measures which can be used to assess emotional status of students in various contents are _____	psychomotor measures	affective measures	anecdotes checklists	self-concept scales	B	eExam
<input type="checkbox"/>	MCQ	Which technique is said to be very important in assessing processes?	supervision	assessment	observation	evaluation	C	eExam
<input type="checkbox"/>	MCQ	_____ of a student while he is performing a task can provide useful information concerning his attitudes about the task	supervision	assessment	observation	formative evaluation	C	eExam
<input type="checkbox"/>	MCQ	which of the following is not correct?	performance tests try to determine what a person can do rather than what he knows	what a person knows is a good predictor of what the person can do	procedure refers to the steps followed in carrying out some task	procedures and products are separate entities that can be observed, measured and evaluated independently	B	eExam
<input type="checkbox"/>	MCQ	The primary way that teachers obtain data concerning their students' attainment is by _____	class tests	evaluation of lessons	daily contacts with students	procedural test	C	eExam
<input type="checkbox"/>	MCQ	which is an example of a project topic?	reading scientific journal	planting of seed	drawing any of the body systems	none of the above	D	eExam
<input type="checkbox"/>	MCQ	which of the following best describes project method?	They are usually given for a period of time	it require a bit of originality and creativity	it is an activity that provides opportunities for greater understanding among students	it is a planned activity in which students are allowed to investigate on their own.	D	eExam
<input type="checkbox"/>	MCQ	Which of the following is not correct?	In order to elicit more students' response, the teacher should lead the discussions	Assignments may be given on topics of discussion	avoid a situation where a student or few of them dominates discussions	projects are best for individualize or group instruction	A	eExam
<input type="checkbox"/>	MCQ	Which of the following is true?	background knowledge is necessary for discussion to be successful	both lecture and discussion methods are teacher-centred	while lecture method makes students passive learners, discussion encourages active participation	discussion does not lend itself to easy coverage of the syllabus	A	eExam

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<input type="checkbox"/>	MCQ	In discussion, the role of the teacher is _____	direct students to follow lesson plan	observe and stimulate student	direct students' views towards lesson objectives	regulate the discussion	C		eExam
<input type="checkbox"/>	MCQ	Which of the following is a reason why Biology teachers should avoid the use of lecture method	it help teachers develop confidence	it can be used to handle large classes	it does not encourage the practice of communication skills	it is cheap to operate	C		eExam
<input type="checkbox"/>	MCQ	Which of the following is not true of lecture method?	it is a one way flow of communication	it enjoys patronage by most teachers	students are active participants	it is teacher-centred	C		eExam
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