

eExam Question Bank

Coursecode:

Choose Coursecode



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Search: 

<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	The general outcome of learning is referred to as <input type="text"/>	Aim					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Tyler presented a <input type="text"/> model	Linear					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Students learn unconsciously in <input type="text"/> curriculum	Informal					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Teacher's evaluation is done in <input type="text"/> curriculum	Formal					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Learning from outdoor activates are forms of <input type="text"/> curriculum	Informal					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Learning objectives well stated is a form of <input type="text"/> curriculum	Formal					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Informal curriculum is also called <input type="text"/> curriculum	Hidden					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Applying learning experience to social need relates to <input type="text"/>	Relevance					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Correlating learning experience with age is a principle of <input type="text"/>	Suitability					<input type="button" value="eExam"/>

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	<input type="text"/> has a broader steps in their curriculum model	Tuber						eExam
<input type="checkbox"/>	FBQ	The most important criterion for selecting subject matter is the <input type="text"/>	Validity						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> curricular model has five steps	Wheeler						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> must be stated in a measurable way	Objective						eExam
<input type="checkbox"/>	FBQ	The criterion that stresses the attributes of subject difficulty above students' abilities is <input type="text"/>	Learnability						eExam
<input type="checkbox"/>	FBQ	The National Policy on Education was established in <input type="text"/>	1977						eExam
<input type="checkbox"/>	FBQ	The criterion that ensures that what is learnt help the learner to solve daily social problems is <input type="text"/>	Integration						eExam
<input type="checkbox"/>	FBQ	curricula emphasis on liberal education is responsible for <input type="text"/>	Unemployment						eExam
<input type="checkbox"/>	FBQ	Diversified regions nation tend to <input type="text"/> education	Politicize						eExam
<input type="checkbox"/>	FBQ	Subject content applicability in everyday life is a <input type="text"/> criterion	Utility						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> curriculum is opposite of the subject-curriculum	Broad						eExam
<input type="checkbox"/>	FBQ	The National curriculum concept was held in <input type="text"/>	1969						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The criterion that stresses repetition of subject contents to students is <input type="text"/>	Continuity						eExam
<input type="checkbox"/>	FBQ	The criterion that ensures that what is learnt help the learner to solve daily social problems is <input type="text"/>	Integration						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> domain was mainly emphasised in pre-colonial curriculum	Cognitive						eExam
<input type="checkbox"/>	FBQ	Principle of <input type="text"/> allows the progressive arrangement of moving from simple to complex level	Cumulative Tendency						eExam
<input type="checkbox"/>	FBQ	The Phelps Stokes Commission was set up in <input type="text"/>	1920						eExam
<input type="checkbox"/>	FBQ	The selection and choices of course of study is a/an <input type="text"/> guidance	Educational						eExam
<input type="checkbox"/>	FBQ	In learning situation, the <input type="text"/> act as a loco parent	Teacher						eExam
<input type="checkbox"/>	FBQ	Curriculum should be a product of the school and <input type="text"/>	Society						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> level is planned before the classroom level	Intermediate						eExam
<input type="checkbox"/>	FBQ	A lesson note is guide to the <input type="text"/>	Teacher						eExam
<input type="checkbox"/>	FBQ	B.Sc. Certificate is an example of a <input type="text"/>	Course Of Study						eExam
<input type="checkbox"/>	FBQ	A breakdown of the contents of what students are to learn is the <input type="text"/>	Scheme Of Work						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	A long-term plan of work for the school and students is the <input type="text"/>	Syllabus						eExam
<input type="checkbox"/>	FBQ	The curriculum is an umbrella of the <input type="text"/>	Syllabus						eExam
<input type="checkbox"/>	FBQ	A fully integrated individual is a product of a <input type="text"/>	Curriculum						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is concerned with the emotional aspect of the students	Persona-Social						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> domain deals with the development of feelings	Affective						eExam
<input type="checkbox"/>	FBQ	In Benjamin Bloom taxonomy, being able to explain relationship is at <input type="text"/> level	Analysis						eExam
<input type="checkbox"/>	FBQ	The totality of learning experiences in school is <input type="text"/>	Curriculum						eExam
<input type="checkbox"/>	FBQ	Piaget,s formal ends at <input type="text"/>	4	FOUR					eExam
<input type="checkbox"/>	FBQ	Entry knowledge is acquired in the <input type="text"/> __.	family / society						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a criterium which describes the horizontal relationship.	integration						eExam
<input type="checkbox"/>	FBQ	Arranging the content and material in a succession is a/an <input type="text"/> __criterium.	sequence						eExam
<input type="checkbox"/>	FBQ	Continuity is a form of <input type="text"/> relationship.	vertical						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is not a criterium for organizing curriculum.	methodology						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	A type of curriculum where Agriculture reinforces Biology is <input type="text"/> —.	longitudinal						eExam
<input type="checkbox"/>	FBQ	Organizing learning on the basis of relationship before and now is <input type="text"/> —.	vertical						eExam
<input type="checkbox"/>	FBQ	Organizing curriculum on the level of difficulty is <input type="text"/> .	vertical						eExam
<input type="checkbox"/>	FBQ	The aim of organisation of learning is to achieve a <input type="text"/> .	goal						eExam
<input type="checkbox"/>	FBQ	Learning is change in behaviour over <input type="text"/> —.	time						eExam
<input type="checkbox"/>	FBQ	Curriculum should be organised in order to <input type="text"/> learning.	diversify						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> guidance and counselling function is not specific.	moral						eExam
<input type="checkbox"/>	FBQ	Vocational guidance is related to <input type="text"/> _development.	career						eExam
<input type="checkbox"/>	FBQ	Clients in school counselling relationship are the <input type="text"/> —.	students						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is not a social learning programme.	music						eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is not a prevocative subject.	Fine art						eExam
<input type="checkbox"/>	FBQ	Basic compulsory subjects are called <input type="text"/> subjects.	core						eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The knowledge acquired through class activity is _____ knowledge,	enabling						eExam
<input type="checkbox"/>	FBQ	Previous knowledge of students prior to class is _____ behaviour.	entry						eExam
<input type="checkbox"/>	MCQ	The principle of conservation is learnt at _____ stage.	reflex	formal	concrete	pre-operational	C		eExam
<input type="checkbox"/>	MCQ	The period of reflex in Piaget,s theory is _____.	sensory motor stage	concrete operational	pre-operational	formal operational	A		eExam
<input type="checkbox"/>	MCQ	Piaget worked on _____ development.	psychomotor	cognitive	affective	moral	B		eExam
<input type="checkbox"/>	MCQ	The committee on National Policy on education is an example of __ level.	school	intermidiate	classroom	national	D		eExam
<input type="checkbox"/>	MCQ	_____ is not a level in curriculum	school	intermidiate	classroom	national	A		eExam
<input type="checkbox"/>	MCQ	Ability to operate a computer is an example of _____.	skill/motor ability	perceptual ability	analytical prowess	physical ability	A		eExam
<input type="checkbox"/>	MCQ	_____ is not a level in taxonomy .	reflex movement	perceptual ability	analytical prowess	physical ability	C		eExam
<input type="checkbox"/>	MCQ	Psycho-motor affective and cognitive domains are similar in _____.	level	attribute	characteristics	process	A		eExam
<input type="checkbox"/>	MCQ	Inculcating courage and honesty implies _____.	receiving	responding	value	organization	C		eExam
<input type="checkbox"/>	MCQ	_____ is not a level of affective dmain.	evaluation	responding	organization	valuing	A		eExam
<input type="checkbox"/>	MCQ	Affective domain deals with the following except _____.	emotion	interest	appreciation	skill	D		eExam
<input type="checkbox"/>	MCQ	The highest level of cognition is the _____.	synthesis	analysis	education	evaluation	D		eExam
<input type="checkbox"/>	MCQ	To have a good understanding of a concept means to _____.	synthesize	apply	comprehend	evaluate	C		eExam
<input type="checkbox"/>	MCQ	_____ is the least level of learning.	knowledge	application	synthesis	analysis	A		eExam
<input type="checkbox"/>	MCQ	_____ is not a taxonomy of cognitive domain.	analysis	application	synthesis	attitude	D		eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	_____ is time specific.	objective	goal	aim	purpose	A	eExam
<input type="checkbox"/>	MCQ	'Students should be able to understand the concept of inflation is a/an ____.	objective	goal	aim	purpose	C	eExam
<input type="checkbox"/>	MCQ	Each level of education has different _____.	objective	goal	aim	purpose	B	eExam
<input type="checkbox"/>	MCQ	The question : "Explain the causes of inflation" ? Is a /an _____.	objective	goal	aim	purpose	A	eExam
<input type="checkbox"/>	MCQ	The particular outcome of learning is called _____.	objective	goal	aim	purpose	A	eExam
<input type="checkbox"/>	MCQ	The general outcome of learning is referred to as _____.	objective	goal	aim	purpose	C	eExam
<input type="checkbox"/>	MCQ	Tyler presented a _____ model.	cycle	linear	tabular	ring	B	eExam
<input type="checkbox"/>	MCQ	Students learn unconsciously in ____ curriculum.	formal	informal	legal	school	B	eExam
<input type="checkbox"/>	MCQ	teacher,s evaluation is done in _____ curriculum.	formal	informal	legal	school	A	eExam
<input type="checkbox"/>	MCQ	Learning from out door activites are forms of _____ curriculum.	formal	informal	legal	school	B	eExam
<input type="checkbox"/>	MCQ	learning objectives well stated is a form of _____ curriculum.	formal	informal	legal	school	A	eExam
<input type="checkbox"/>	MCQ	Informal curriculum is also called _____ curriculum.	formal	hidden	legal	school	B	eExam
<input type="checkbox"/>	MCQ	Applying learning experience to social need relates to _____	relevance	variety	reliability	suitability	A	eExam
<input type="checkbox"/>	MCQ	Correlatng learning experience with age is a principle of _____.	validity	reliability	relevance	suitability	D	eExam
<input type="checkbox"/>	MCQ	_____ has a broader steps in their curriculum model.	wheeler	Tuber	Tyler	Fafuwa	B	eExam
<input type="checkbox"/>	MCQ	_____ is not a principle in curriculum planning	applicability	reliability	relevance	suitability	A	eExam
<input type="checkbox"/>	MCQ	_____ curricular model has five steps	Wheeler	Tyler	Fafuwa	Tuber	A	eExam
<input type="checkbox"/>	MCQ	_____ must be stated in a measurable way	aim	purpose	organization	objective	D	eExam

<input type="checkbox"/>									
<input type="checkbox"/>	MCQ	In Tyler,s Model, evaluation represents the _____	first	last	middle	edge	B	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The National Policy on Education was established in _____	1975	1976	1977	1969	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The poor implementation of our curriculum programmes is because of ____	bureacracy	unemployment	corruption	instability	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	curricula emphasis on liberal education is responsible for _____.	underdevelopent	unemployment	corruption	instability	B	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Diversified regions nation tend to _____ education.	socialize	economize	politicize	democratize	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The factors influencing curriculum development does not include _____.	politics	society	fund	psycho-dynamics	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The study of the history of curriculum is important for _____.	development	change	design	flexibility	B	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The National curriculum concept was held in _____.	1969	1977	1981	2000	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	__ was earlier assigned with the development of the Nigerian curriculum.	NERC	NERDC	CESAC	USA experts	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	That curriculum is an on-going process means that is not_____.	rigid	flexible	dynamic	pragmatic	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	_____ domain was mainly emphasised in pre-colonial curriculum.	cognitive	psychomotor	affective	religion	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	_____ is not a component of the 3R .	Rithmetics	writing	reading	moulding	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	The Phelps Stoke,s Commission was set up in _____.	1914	1919	1920	1960	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	_____ was not the focus of the pre-colonial curriculum.	skill acquisition	reading	writing	Arithmetics	A	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	_____ is the heart of the school.	students	parents	teachers	curriculum	D	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	Curriculum should be a product of the school and _____.	government	ministry of education	society	teachers	C	<input type="button" value="eExam"/>	
<input type="checkbox"/>	MCQ	One of these is broader in content.	lesson note	syllabus	course of work	curriculum	D	<input type="button" value="eExam"/>	



<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	A lesson note is guide to_____	students	supervisors	teachers	school heads	C	eExam
<input type="checkbox"/>	MCQ	Bsc Certificate is a _____.	curriculum	course of study	course of work	programme	B	eExam
<input type="checkbox"/>	MCQ	A breakdown of the contents of what studenys are to learn is the _____.	scheme of work	syllabus	lesson note	curriculum	A	eExam
<input type="checkbox"/>	MCQ	A long-term plan of work for the school and students is the _____.	scheme of work	syllabus	lesson note	curriculum	B	eExam
<input type="checkbox"/>	MCQ	The curriculum is an umbrella of the _____.	scheme of work	syllabus	lesson note	note book	B	eExam
<input type="checkbox"/>	MCQ	A fully integrated individual is a product of a _____.	syllabus	scheme	curriculum	lesson note	C	eExam
<input type="checkbox"/>	MCQ	_____ is concerned with the emotional aspect of the students.	persona-social	sports	vocational	educational	A	eExam
<input type="checkbox"/>	MCQ	_____ is not a service to the school counsellor .	persona-social	sports	vocational	educational	B	eExam
<input type="checkbox"/>	MCQ	The follows the following programmes except _____.	studies	activities	guidance	sports	B	eExam
<input type="checkbox"/>	MCQ	The totality of learning experinces in school is _____.	curriculum	praticce	syllabus	scheme	A	eExam

Showing 1 to 120 of 120 entries

Previous

1

Next