

eExam Question Bank

Coursecode:

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<input type="checkbox"/>	Question Type	Question	A	B	C	D	Answer	Remark
<input type="checkbox"/>	FBQ	<input type="text"/> refers to creative ways by which the learner is transformed from passive receiver of knowledge to an active creator of the learning process	innovation					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Inductive reasoning conceives science as a critical and analytical activity where concrete evidence precedes a scientific <input type="text"/>	generalization					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	The most frequently used method of scoring essay tests in Integrated Science is the <input type="text"/> method	analytical					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Curriculum and instruction are conceived as a <input type="text"/> whole	unified					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Micro teaching is done to promote desirable teaching skills of <input type="text"/> teachers	prospective					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A teaching strategy where a group of teachers are jointly responsible for the planning and teaching of a course is referred to as <input type="text"/>	team teaching					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Where you have children of different ages and different grade levels, it is called a <input type="text"/>	multigrade class					<input type="button" value="eExam"/>

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<input type="checkbox"/>	FBQ	where you have students from different backgrounds, cultures, beliefs and different mental abilities in a class, such a class is called a <input type="text"/>	mixed ability group						eExam
<input type="checkbox"/>	FBQ	The act of using alternative material and resources, due to a lack or insufficiency, to facilitate instruction is <input type="text"/>	improvisation						eExam
<input type="checkbox"/>	FBQ	Science teaching in school is becoming more oriented towards a <input type="text"/> approach	laboratory						eExam
<input type="checkbox"/>	FBQ	The quality that enables a scientist to admit that he is not free from committing errors is <input type="text"/>	honesty						eExam
<input type="checkbox"/>	FBQ	The technique of being open to many possible solutions, identifying the best solution, and then transforming it into effective action is called <input type="text"/>	DO IT	do it					eExam
<input type="checkbox"/>	FBQ	In a ladder containing abstract idea or concepts, the items lower down are <input type="text"/> of the ones higher up	subsets						eExam
<input type="checkbox"/>	FBQ	Laddering is also called the <input type="text"/> method	why						eExam
<input type="checkbox"/>	FBQ	We improvise because of <input type="text"/> in school enrollment	explosion						eExam
<input type="checkbox"/>	FBQ	In <input type="text"/> inquiry, the teacher poses a problem and gives advice on how students would get to solve the problems	guided						eExam
<input type="checkbox"/>	FBQ	The history of science teaching started with the teaching of <input type="text"/> study in schools.	nature						eExam

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<input type="checkbox"/>	FBQ	The first and last components of a scientific paper or journal are <input type="text"/> and <input type="text"/>	abstract, reference						eExam
<input type="checkbox"/>	FBQ	There are <input type="text"/> steps for scientific investigation	5	five					eExam
<input type="checkbox"/>	FBQ	In <input type="text"/> reasoning, the premise may be correct but the conclusion may be wrong	inductive						eExam
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<input type="checkbox"/>	FBQ	scientific investigation uses <input type="text"/> approach to answer questions about the world around us	systematic					eExam
<input type="checkbox"/>	FBQ	Teachers need to be patient with students that have difficulties in acquiring <input type="text"/> skills	process					eExam
<input type="checkbox"/>	FBQ	Stating the outcome of a future event based on a pattern of evidence is called <input type="text"/>	prediction					eExam
<input type="checkbox"/>	FBQ	When you classify animals into two groups such as vertebrates and invertebrates, the method of classification used here is <input type="text"/> classification	binary					eExam
<input type="checkbox"/>	FBQ	Observing, communicating, measuring, classifying and inferring are <input type="text"/> skills	basic science process skills	basic process skills				eExam
<input type="checkbox"/>	FBQ	<input type="text"/> is a fundamental science process skill	observation					eExam
<input type="checkbox"/>	FBQ	All the mental and physical skills used in carrying out scientific activities are referred to as <input type="text"/>	process skills					eExam
<input type="checkbox"/>	FBQ	process skills is also known as <input type="text"/>	intellectual skills					eExam

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<input type="checkbox"/>	FBQ	Great achievements in both the cognitive and psychomotor domains depends greatly on <input type="text"/>	affective domain						eExam
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<input type="checkbox"/>	MCQ	Which of the following represents an example of curriculum innovation in the contemporary approach to teaching and learning of integrated science in Nigeria?	Information and Communication technology (ICT)	Science – A – process Approach (SAPA)	Primary Education Improvement Project (PEIP)	Science Curriculum Improvement Study (SCIS)	A	<input type="button" value="eExam"/>
<input type="checkbox"/>	MCQ	Which of the following is not a process – based method of teaching and learning integrated science?	Guided discovery method	Laboratory method	Reception method	Demonstration method	C	<input type="button" value="eExam"/>
<input type="checkbox"/>	MCQ	The kind of reasoning that scientists use to move from stated particular instance to general instances is called:	Deductive reasoning	Reflective reasoning	Inductive reasoning	Conclusive reasoning	C	<input type="button" value="eExam"/>
<input type="checkbox"/>	MCQ	The scientific method of investigation in the teaching and learning of integrated science include the following except:	Recognition of a problem	Defining the problem	Collecting relevant data or information	Engaging in the use of traditional belief systems	D	<input type="button" value="eExam"/>
<input type="checkbox"/>	MCQ	Teaching and learning of science process skills helps the learners to work and behave like professional:	Teachers	Scientists	Theorists	Psychologists	B	<input type="button" value="eExam"/>

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Teaching and learning of science process skills can be best achieved by which of the following methods.	Lecture method	Discussion method	Team teaching	Hands-on and minds-on activities	D	eExam
<input type="checkbox"/>	MCQ	Which of the following is an example of integrated science process skills?	Controlling variables	Collecting data	Drawing conclusions	Inductive reasoning	A	eExam
<input type="checkbox"/>	MCQ	Which of the following is not an aspect of Basic Science process skills?	Observing	jogging	Measuring	Classifying	B	eExam
<input type="checkbox"/>	MCQ	Scientists usually reach conclusions on the basis of relevant information or evidence. This is generally referred to as:	Investigation	Experimentation	Empiricism	Recommendation	C	eExam
<input type="checkbox"/>	MCQ	Scientists generally believe that everything that is observed to happen in the world has a cause or reason for the occurrence. This is called;	superstition	Guess work	Assumption	Cause-and-effect	D	eExam
<input type="checkbox"/>	MCQ	In teaching and learning of integrated science, the fundamental unity of science is generally emphasized. This means that:	Science is existing in fragments that need to be united	In teaching science, artificial boundaries should be de-emphasized in teaching of science	Learners must be taught to integrate scientific knowledge by themselves.	Scientific knowledge exists in fundamental entities.	B	eExam
<input type="checkbox"/>	MCQ	Scientific attitude include all of the following except:	Curiosity	Open-mindedness	Parsimony	Drawing conclusion without relevant data/evidence	D	eExam
<input type="checkbox"/>	MCQ	Science process skills generally used in the teaching and learning integrated science can be described as:	Intellectually-guided procedures scientists use.	Manuals that scientists use.	Information that scientists use	Individual beliefs that scientists use.	A	eExam
<input type="checkbox"/>	MCQ	Which of the following is not an aspect of science process skills in the teaching and learning of integrated science?	Measuring	Observing	Classifying	Copying lesson notes	D	eExam
<input type="checkbox"/>	MCQ	Which of the following factors most seriously militate against attainments of the objectives of integrated science curriculum?	Truancy	unsuitable instructional methods	Poor student enrolment	Gender-related differences	B	eExam
<input type="checkbox"/>	MCQ	Which of the following is not an aspect of functional integrated science curriculum?	To help learners pass examinations only	Relevance to social realities	Prepare learners for further studies	Thematically logical and sequential.	A	eExam

<input type="checkbox"/>	MCQ	The study of integrated science is aimed at helping the learner gain the:	Beauty of science	Importance of science	Complementarity of science	Basic ideas of scientific history.	C	eExam
<input type="checkbox"/>	MCQ	The spiral nature of integrated science curriculum means that the topics are arranged in a manner that they become logically:	Easier from one level to the next.	Repeated form one level to the next	Condensed from one level to the next	More difficult from one level to the next.	D	eExam
<input type="checkbox"/>	MCQ	Which of the following represent the instructional approach adopted in the integrated science curriculum?	Topical approach	Thematic approach	Trial-and-error approach	Subject approach	B	eExam
<input type="checkbox"/>	MCQ	A major objective of integrated science teaching is to help pupils:	Acquire knowledge of hygiene	Gain skills for reading and writing	To acquire the skills of observing and exploiting their environment.	Gain general knowledge	C	eExam
<input type="checkbox"/>	MCQ	The practice of continuous assessment can be referred to as a method of:	Formative assessment	Summative assessment	Normative assessment	Criterion-based assessment	A	eExam
<input type="checkbox"/>	MCQ	In the teaching and learning of integrated science, improvisation refers to:	Use of standard teaching Equipment	Use of locally-made teaching equipment where standard ones are not available	Use of sub-standard equipment	None of the above	B	eExam
<input type="checkbox"/>	MCQ	Which of the following is not a suitable avenue for field trips?	Museums	Farms	School laboratory	Industries	C	eExam
<input type="checkbox"/>	MCQ	Which of the following represent an aspect of ICT in the teaching and learning of integrated science?	The chalkboard	Excursions	Laboratory apparatus	Computers	D	eExam
<input type="checkbox"/>	MCQ	While using guided inquiry approach in the teaching and learning integrated science:	The teacher dictate notes to the students	The teacher poses a problem and gives advice on how the students would solve the problem	The students rely only on their skills to solve the problem posed	None of the above.	B	eExam
<input type="checkbox"/>	MCQ	Which of the following tend to contribute most to innovations (changes) in the instructional methods for teaching integrated science?	Contributions from educational psychology theories	The needs for students to pass examination	The experience of integrated science teacher	The cognitive level of the students.	A	eExam
<input type="checkbox"/>	MCQ	A major factor that influence curriculum innovations (changes) in the teaching and learning of integrated science is;	Spirality of the curriculum	The need for team teaching	Decision of Parents' Teachers' Association	Need of the society	D	eExam

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<input type="checkbox"/>	MCQ	The teaching and learning of science was introduced into Nigerian Schools through the learning of:	Integrated science	Nature study	Basic science	Biology	B	eExam
<input type="checkbox"/>	MCQ	Communication is important in teaching and learning of integrated science. One of the major methods by which scientists communicate their findings to the larger world is through;	Journals	Letters	Verbal discussion	Writing text books	A	eExam
<input type="checkbox"/>	MCQ	Which of the following is not an aspect of the procedure for scientific investigation in teaching and learning integrated science?	Observation of identified pattern of a problem	Formulate tentative questions that can provide solution when answered.	Rely on traditional beliefs for answers	None of the above.	C	eExam

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