

Winter Examinations 2000

HIGHER DIPLOMA IN EDUCATION EXAMINATION

**Paper One
Skills of Teaching I and Curriculum And Assessment**

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Time allowed: Three hours

Answer four questions, two from each section. Use separate answerbooks for each section.

SECTION A: SKILLS OF TEACHING I

1. Discuss the various factors involved in the setting up of groups in the classroom. Outline the stages involved in the formation of groups and show how this type of teaching differs from whole class teaching.
2. Write on two of the following:
 - (a) the use of taxonomies in the formation of lesson plans.
 - (b) how minor misbehaviour should be dealt with in the classroom.
 - (c) written assignments.
3. "The classroom is a place of multi-dimensionality". Discuss this statement in the light of factors involved in positive classroom management.
4. Discuss the use of questions in the classroom paying particular attention to techniques for asking questions, handling answers and the various types of questions relevant to different types of learning.

Answer Two Questions

SECTION B: CURRICULUM, ASSESSMENT AND ADMINISTRATIVE ISSUES

5. Your school plans to extend its Transition Year Programme. You have been asked to contribute by designing a short module, which would meet the needs and be of interest to Transition Year students. You have decided to approach the task using a cyclical model of curriculum planning process.
- (a) Suggest how you would conduct a needs analysis as an initial step.
 - (b) Draft some learning outcomes (6 – 8) for your proposed module. Include a range of different types of outcomes.
 - (c) Explain the purpose of evaluation, with suggestions as to how you might carry out an evaluation on completion of the module.
 - (d) How does the process of curriculum planning for a Transition Year Programme contrast with that involved at national level for senior/junior cycle curriculum in Ireland?
6. (a) Distinguish between norm-referenced and criterion-referenced assessment, with examples.
- (b) Draft eight “rules of good assessment” which should inform professional practice in the design and conduct of assessment.
- (c) The design of “authentic assessment” often involves trading off relatively high levels of reliability for greater validity of assessment. Comment on this statement in the context of recent recommendations for the reform of assessment for the Junior Certificate.
7. “The successful implementation of the educational principle of integration is central to the present and future effectiveness of the Leaving Certificate Applied”.
NCCA (1999)
- (a) Explain how and why the Leaving Certificate Applied differs from other senior cycle programmes.
 - (b) Explain the concept of integration – distinguishing between cross-curricular and functional integration.
 - (c) Provide two concrete examples of how integration can be used to effect in your own teaching practice in the context of the Junior Cycle or the Leaving Certificate Applied or Transition Year.

8. The term *curriculum* encompasses the content, structure and process of teaching and learning which the school provides in accordance with its educational objectives and values. It includes specific and implicit elements. The specific elements are those concepts, skills, areas of knowledge and attitudes which children learn at school as part of their personal and social development. The implicit elements are those factors that make up the ethos and general environment of the school. The curriculum in schools is concerned, not only with the subjects taught, but also with how and why they are taught and with the outcomes of this activity for the learner.

White Paper 1995:18

- (a) Explain how study of the Foundations of Curriculum (e.g. Philosophy, Sociology, Psychology, Theology, History) can help explain why certain subjects are taught in school and can also influence how they are taught.
- (b) Discuss the relationship between the “implicit elements” referred to above and the concept of the *hidden curriculum* in the context of post-primary schools in Ireland.
- (c) Laurence Stenhouse claimed that “... no issue has been more contentious in curriculum theory than the objectives model”. What are the main arguments for and against the use of educational objectives in curriculum planning?