



EDU101

Mid-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik

Foundations of Education

Q. Preoptional stage with example Preoperational:

- ✚ Lasts from 2 – 7 years
- ✚ The child can speak and print words
- ✚ His memory and imagination develops
- ✚ His thinking is often not logical
- ✚ Much egocentric thinking occurs
- ✚ He learns that symbols represent something else

Q. Examples of Acquisitions

- ✚ Language: Rapid expansion of vocabulary and grammatical structures
- ✚ Extensive pretend play: Enactment of true-to-life or fanciful scenarios with plots and assigned roles (e.g., mommy, doctor, Superman)
- ✚ Intuitive thought: Some logical thinking based on "hunches" and "intuition" rather than on conscious awareness of logical principles (especially after age 4)

Q. Perennialism

Teach ideas that are everlasting. Seek enduring realities which are constant, through great literature, art, philosophy, religion.

Q. Key Proponents

- ✚ Robert Hutchins
- ✚ Jacque Maritain
- ✚ Mortimer Adler
- ✚ Allan Bloom

Q. Idealism

Ability to envision alternatives to current social and political practices (sometimes with little regard for what is realistically possible in a given time frame)

Q. Realism

Reality exists independent of the human mind. World of physical object is ultimate reality. They say that reality is something that exists. The ultimate reality is the physical objects so everything that you can see, touch and feel is real.

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Focus: Body

Originator: Aristotle

Q. Epistemology

Knowledge and knowing---- What is truth?

Truth and knowledge are changeless, revealed through guided reflection and in literature of the classics.

Q. what is the role of teacher according to the Reconstructionism/Existentialism

The teacher responds to the learner's requests for knowledge, does not initiate learning in the students.

Q. Work of AI Ghazali in education

Produced more than 400 literary works in Theology (Study of Religion), Philosophy, Science and Sufism (a mystic tradition within Islam)

Q. Reward and punishments

Rewards and punishments are fundamental mechanisms used to influence behavior, serving as motivational tools across various settings, including education, workplaces, and parenting. Rewards, such as praise, bonuses, or privileges, aim to reinforce positive actions by providing desirable outcomes, thereby encouraging repetition of the behavior. Conversely, punishments, such as penalties, criticism, or restrictions, intend to discourage negative actions by introducing undesirable consequences, thus reducing the likelihood of the behavior recurring. Both approaches, when balanced and applied appropriately, can shape behavior effectively, promoting discipline, motivation, and the achievement of desired outcomes.

Q. Contribution to Ivan pavlov's theory by James Watson

- ✚ Watson took Pavlov's findings to another level.
- ✚ Emphasized that learning was observable or measureable, not cognitive
- ✚ Believed the key to learning was in conditioning a child from an early age based on Pavlov's methods.

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- ✚ Nurture vs nature
- ✚ Watson's theories strengthened the argument for the influence of experiences as opposed to genetics.

Q. Phenomenology

- ✚ Phenomenology examines pattern of subjective experience and consciousness
- ✚ Focus upon a systematic reflection on and investigation of the structures of consciousness: Realist concepts can be examined scientifically.
- ✚ Based solely on consciousness
- ✚ Individuals will be influenced by others, but not same experience
- ✚ Views social world as multiform structure

Q. Postmodernism

- ✚ Postmodernism means literally 'after the modern era'. The modern era was the time of certainty and stretched from the 18th century to the late 20th century.
- ✚ Post modernists believe that this era was far more predictable than the times we live in today, e.g. jobs were for life and class was major source of identity.
- ✚ Since around the 1970's we have been living in times characterized by risk and diversity.

Q. Behaviorism vs Cognitivism

Attribute	Behaviorism	Cognitivism
Behaviors	The end in themselves -- the only observable truth	Evidence pointing to brain activity --- learning
Activation of prior knowledge	Irrelevant	Essential
Teachers role	Provide stimulus	Prepare environment

Q. Thorndike law of learning

1. Law of Readiness:

- ✚ Often misinterpreted as educational readiness
- ✚ Deals with attitudes and focuses on "Why Should I do This?"
- ✚ If nervous system is ready, conduction is satisfying and lack of conduction is annoying.

2. Law of exercise:

- ✚ Strength of connections is proportional to the frequency, duration and intensity of its occurrence.
- ✚ Justifies drill, repetition and review.
- ✚ Seen today in behavior modification and basic skill instruction.

3. Law of Effect:

- ✚ Responses that cause satisfaction, strengthen connections and discomfort weakens connections.
- ✚ Justifies use of rewards and punishments, especially Skinner's Operant Model.

Q. Applications of education using epistemology

Epistemology, the study of knowledge, significantly influences education by shaping how knowledge is perceived, acquired, and validated. It guides curriculum design by determining what constitutes valuable knowledge, informs diverse teaching methods like constructivism to promote active learning, and influences assessment techniques to evaluate not just factual recall but deep understanding and critical thinking. Additionally, it fosters critical thinking skills, encouraging students to question and analyze information, and integrates ethical considerations regarding the responsible use of knowledge. By emphasizing understanding and the process of knowing, epistemology prepares students for lifelong learning, ensuring they are capable of continuously seeking, evaluating, and integrating new information.

Q. What is psychology?

Psychology is the scientific study of mental functions and behaviors including:

- ✚ Perception
- ✚ Cognition
- ✚ Behavior
- ✚ Emotion
- ✚ Personality

Q. Key proponents of Existentialists theory

- ✚ Sartre
- ✚ Kierkegaard

Q. Robert Gagne's Theory of Learning

1. **Signal learning (behavioral) Classical conditioning** – response to a signal. Students have to be trained what a signal means and what they are required to do. It is very similar to what Pavlov was trying to do. So, this is learning by association
2. **Stimulus response: (behavioral) Operant Conditioning** – response to a given stimulus. This is the learning through reinforcement because your behavior is reinforced.
3. **Motor chains (behavioral)** Linking two or more stimulus responses connections to form a more complex skill
4. **Verbal association (behavioral)** Linking two or more words or ideas
5. **Multiple discriminations (behavioral)** Responding in different ways to different items in a set.

Q. AXIOLOGY CONCEPT

- ✚ Since Islamic values are dependent on orders from God, so values have been devised by Almighty God, the creator of the universe.
- ✚ These are, therefore, permanent, eternal and heavenly.
- ✚ Whatever are the ways of passing or living our lives, these are accountable and good will be rewarded and vice will be punished.

Q. Maria Montessori's Legacy

What she did:

- ✚ Psychiatrist Clinic at the University of Rome --- taught “difficult” children to read at a normal level.
- ✚ 1906 asked to start a progressive school for slum children of Italy --- Casa dei Bambini (Children's House)

Why she was important?

- ✚ Pioneer of child advocacy --- for exceptional children, low SES children.
- ✚ Discuss Tyler and Taba's Traditional vs. Progressive study (1920 ---- 30% HS)
- ✚ Modern Irony --- Expense of Montessori School.

Q. ECLECTISIM

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- ✚ There is a way of dealing with all the various models.
- ✚ Eclecticism is not a philosophical system or model, but rather is the synthesizing and personal interpretation of various models to draw out the best components for you.
- ✚ Thus, you pull the best from various models in an effort to build your own statement of personal philosophy.

Q. ESISTENTIALISM

Related Educational Philosophy to Realism

Focus: Teach the common core, “the basics” of information and skills (cultural heritage) needed for citizenship. (Curriculum can change slowly)

Key Proponents

- ✚ William Bagley
- ✚ Arthur Bestor
- ✚ E.D. Hirsch
- ✚ Chester Finn
- ✚ Diane Ravitch
- ✚ TheodoreSizer

Q. What is Scaffolding?

Scaffolding: “role of teachers and others in supporting the learner’s development and providing support structures to get to the next stage or level.” In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.

Scaffolding:

- ✚ Provides support
- ✚ Extends the range of what a learner can do
- ✚ Allows the learner to accomplish tasks otherwise impossible

Q. characteristics of Cognitive psychology

- ✚ Focus on how individuals process information

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- ✚ Emphasis on memory (storage, retrieval, types) chunking can aid working memory, which is limited. Successful learners transfer information to long term memory --- “infinite” in capacity.

Q. Progressivism should focus on

Related Educational Philosophy to Pragmatism

Focus: ideas should be tested by active experimentation. Learning rooted in questions of learners in interaction with others. Experience3 and student centered.

Key Proponents

- ✚ John Dewey
- ✚ William Kilpatrick

Q. Applications of education using metaphysics

What is real? Does it have meaning?

The meaning of life is the search for unchanging truth found in the collective wisdom of the great books.

Q. Stages of Piaget

1. Sensorimotor: Birth to 2 years. Infants explore the world through senses and actions.
2. Preoperational: 2 to 7 years. Symbolic thinking, language development, and egocentrism.
3. Concrete operational: 7 to 11 years. Logical reasoning, conservation, and understanding reversibility.
4. Formal operational: 11 years and older. Abstract thinking, hypothetical reasoning, and problem-solving.

Q. operant conditioning and classical conditioning

Operant Conditioning

- ✚ Primary – Stimuli fulfilling basic human drives such as food and water.
- ✚ Secondary – personally important such as approval of friends or teachers, winning money, awards or recognition. Secondary reinforcers

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can become primary. Due to the wide range of secondary reinforcers, Skinner referred to them as generalized.

- ✚ Operant behavior will “extinguish” without reinforcement.

Classical Conditioning:

- ✚ Eliciting an unconditioned response by using previously neutral stimuli.
- ✚ Unconditioned stimuli create reflexes that are not “learned,” but are instinctual.
- ✚ Neutral and unconditioned stimuli are introduced at the same time. Unconditioned stimuli are gradually removed, and the neutral stimuli elicit the same reflex.

Q. Aims of Education

- ✚ The aim education is to seek the will of God and to have the fear of Day of Judgment.
- ✚ An individual should be made God-fearing so that he may become and prove a pious person for the society.
- ✚ Islam stresses material development provided it is according to the dictates of God.
- ✚ Islam stresses the welfare of human society.
- ✚ Islam holds the life of Prophet Muhammad (PBUH) as model for all human beings.

Q. Areas of Islamic Education

- ✚ Muslim Faith Education
- ✚ Character Building Education
- ✚ Physical Education
- ✚ Mental Education
- ✚ Social Education
- ✚ Life education

Q. Functional vs. Conflict Theories

- ✚ Functional Theories (Emile Durkheim): Emphasize moral unity, social cohesion, and harmony. Education integrates society and maintains order.

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- ✚ Conflict Theories (Karl Marx): View education as a tool by dominant groups to maintain power, emphasizing struggle, inequality, and cultural capital transmission by schools.

Q. Goals of Education in Arabic Society

Cultivate religious commitment, and develop expertise in mathematics, medicine, and science.

Q. Why Examination System Was Unsatisfactory in National Education Policy

It was highlighted as unsatisfactory because it failed to adequately measure student understanding or align with desired educational outcomes.

Q. Fields of Ibn Rushd's (Ibn Rashid's) Contributions

- ✚ Contributed to Philosophy, Medicine, and Islamic Legislation.
- ✚ Famous works: Kulliyah fit-tibb (16 volumes on general medicine).

Q. Effects of Schooling on Individuals

- ✚ Knowledge, Attitudes, and Employment are key effects.
- ✚ Schooling can impact mobility, but outcomes vary based on social class.

Q. Education in Egyptian Period

- ✚ Goals: Prepare priests and scribes for the empire.
- ✚ Students: Male children of the upper class.
- ✚ Methods: Memorization and copying texts.

Q. Eliminating Gender Discrimination in Education

Essential for social equality and access to opportunities, ensuring both men and women can contribute meaningfully to society.

Q. Five Characteristics of Humanistic Approach

- ✚ Focus on autonomy, dignity, and freedom.
- ✚ Emphasizes individual potential, self-actualization, self-direction, and acceptance.

Q. Al-Farabi's Views on Education

- ✚ Emphasized logic, sociology, and philosophy.
- ✚ Saw education as a means to instill virtue, progressing from simple to complex knowledge.

Q. Role of Sufis in Islamic Education

Sufis played a significant role in spreading Islamic teachings, promoting spiritual and moral values in education (implied through sections on Islamic and mystic traditions).

Q. Education in Renaissance Period

- ✚ Goals: Cultivate humanist experts.
- ✚ Students: Upper-class males (7–20).
- ✚ Methods: Memorization, translation, analysis of classical texts.

Q. Impact of French Revolution on Education

Prompted the need for mass education, technical training, and free thinking to meet industrial demands.

Q. Define Ontological

- ✚ Ontology deals with what is real or exists.
- ✚ In Islamic view, God is the only true reality, and human existence has purpose.

Q. Primary Curriculum in 1959 Policy

Included Quran, Hadith, Fiqh, and modern sciences like physics, chemistry, and computers.

Q. Cognitivism vs. Behaviorism

- ✚ Cognitivism: Focus on mental processes, memory, and problem-solving.
- ✚ Behaviorism: Focus on observable behavior, stimulus-response.
- ✚ Critique of behaviorism: Doesn't explain language or why people respond differently to the same stimulus.

Q. Idealistic vs. Realistic Curriculum Theory



Idealistic: Focus on ideas, classics, moral development.

Realistic: Emphasis on objective reality, science, and observation.

Q. Thorndike's Law of Exercise



Repetition strengthens learning.

The more frequently an association is used, the stronger it becomes.

Q. Proponents of Essentialism

William Bagley, Arthur Bestor, E.D. Hirsch, Diane Ravitch, Chester Finn.

Q. Realist's Aim of Education

To develop intellectual abilities and prepare students for real-world responsibilities using objective knowledge.

Q. Existentialist Educators Encourage Students To

Find their own meaning, make personal choices, and take responsibility for their actions.

Q. Perennialists on Cultural Relativism

Believe it leads to undermining universal truths and moral values, emphasizing timeless knowledge.

Q. Course on Moral Values Would Deal With

Axiology, which studies ethics and values.

Q. Teacher and Student Roles in Realism & Essentialism



Teacher: Expert in content, directs learning.

Student: Passive recipient, expected to listen and learn factual knowledge.

Q. Give examples of positive and negative punishment in daily life

From the Behaviorist perspective:

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Positive Punishment: Adding an unpleasant stimulus to decrease a behavior

Examples:

- ✚ A child touches a hot stove and feels pain.
- ✚ A student talks in class and is scolded by the teacher.
- ✚ Getting extra homework for being late to class.

Negative Punishment: Removing a pleasant stimulus to decrease a behavior

Examples:

- ✚ Taking away a teenager's phone for breaking curfew.
- ✚ Losing TV time for not completing homework.
- ✚ A child is not allowed to play outside because of bad behavior.

Q. Albert Bandura's Theory

Albert Bandura proposed the Social Learning Theory, also known as Observational Learning.

Key Concepts:

- ✚ People learn by observing others, not just through direct experience.
- ✚ Modeling: Learning by watching the behavior of a model and its consequences.
- ✚ Bobo Doll Experiment: Demonstrated how children imitated aggressive behavior seen in adults or on media.

Application:

- ✚ Used in classrooms, sports, and even media influence studies.
- ✚ Encourages positive role models, as behavior is likely to be copied if the model is admired or rewarded.

Q. Phenomenology with Examples

Phenomenology is the study of conscious experience from the first-person point of view. It seeks to understand how people perceive, interpret, and experience the world.

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Key Concepts:

- ✚ Reality is not objective; it's shaped by individual experience.
- ✚ Focus on subjective understanding and meaning-making.

Examples:

1. Hammer:

- ✚ A carpenter sees it as a tool.
- ✚ A killer may see it as a weapon.
- ✚ A lecturer might use it as a prop. → One object, many meanings depending on personal experience.

2. Classroom Example:

- ✚ One student sees group discussion as fun and engaging.
- ✚ Another sees it as stressful or unproductive. → The same activity, but different lived experiences.

Educational Use:

- ✚ Helps teachers understand students' perspectives.
- ✚ Encourages empathy and individualized learning.

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