



FINAL EXAMINATION
MARCH 2024

COURSE TITLE	PEDAGOGY IN EDUCATION
COURSE CODE	EFD02113
DATE/DAY	25 JUNE 2024 / TUESDAY
TIME/DURATION	09:00 AM - 11:00 AM / 02 Hour(s) 00 Minute(s)

INSTRUCTIONS TO CANDIDATES :

1. Please read the instruction under each section carefully.
2. Candidates are reminded not to bring into examination hall/room any form of written materials or electronic gadget except for stationery that is permitted by the Invigilator.
3. Students who are caught breaching the Examination Rules and Regulation will be charged with an academic dishonesty and if found guilty of the offence, the maximum penalty is expulsion from the University.

(This Question Paper consists of 4 Printed Pages including front page)

*****DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO*****

This question paper has TWO (2) questions. Answer ALL questions in the answer booklet. [50 MARKS]

QUESTION 1

(26 Marks)

John, a 10-year-old student, has recently moved to a new school after facing challenges with math at his previous school. In his former academic setting, he experienced difficulties with math and often felt anxious during math lessons. His previous teacher's frequent reprimands for incomplete math homework worsened his anxiety. John's parents are now expressing concerns regarding his academic progress and emotional welfare in this new school environment.

- a) As a teacher in John's new school, how might John's cognitive processes contribute to his difficulties in mathematics? Discuss by giving **TWO (2)** points. (6 marks)
- b) What cognitive strategies could be employed to help him overcome these challenges and reduce his anxiety? Discuss **TWO (2)** points with an example each. (10 marks)
- c) From the behaviorist perspectives, explain **TWO (2)** points how principles like positive and negative reinforcement could help John improve his math skills and manage his anxiety in his new school. Justify your answer with an example each. (10 marks)

SOALAN 1

(26 Markah)

John, seorang pelajar berusia 10 tahun, baru-baru ini berpindah ke sekolah baharu selepas menghadapi cabaran dengan matapelajaran matematik di sekolahnya yang terdahulu. Dalam persekitaran akademiknya dahulu, dia mengalami kesukaran dengan matematik dan sering berasa cemas semasa pelajaran matematik berlangsung. Guru terdahulunya yang kerap menegur kerana kerja rumah matematik yang tidak lengkap memburukkan lagi kebimbangannya. Ibu bapa John kini menyatakan kebimbangan mengenai kemajuan akademik dan kebajikan emosinya dalam persekitaran sekolah baharu ini.

- a) *Sebagai seorang guru di sekolah baharu John, bagaimanakah proses kognitif John boleh menyumbang kepada kesukarannya dalam matematik? Bincangkan dengan memberikan **DUA (2)** huraian.* (6 markah)
- b) *Apakah strategi kognitif yang boleh digunakan untuk membantunya mengatasi cabaran ini dan mengurangkan kebimbangannya? Bincangkan **DUA (2)** huraian dengan setiap satu contoh.* (10 markah)
- c) *Daripada perspektif behavioris, terangkan **DUA (2)** perkara bagaimana prinsip seperti peneguhan positif dan negatif boleh membantu John meningkatkan kemahiran matematiknya dan menguruskan kebimbangannya di sekolah baharunya. Wajarkan jawapan anda dengan setiap contoh.* (10 markah)

QUESTION 2

(24 Marks)

A high school history teacher, named Mary, is planning a unit on World War II. Instead of traditional lectures and textbooks, the teacher decides to implement a constructivist approach to learning. The students are divided into small groups and given the task of researching different aspects of the war, such as the causes, major battles, key figures, and the aftermath.

Each group is encouraged to use various sources, including primary documents, interviews, documentaries, and academic articles, to gather information. The students are also asked to analyze conflicting perspectives, evaluate the credibility of sources, and construct their own narratives about World War II based on their research.

Throughout the lesson, the teacher facilitates discussions, guides inquiry-based activities, and encourages students to make connections between historical events and their impact on contemporary issues. The students are also given opportunities to present their findings to the class, engage in debates, and participate in reflective discussions about their learning process.

- a) Explain constructivism learning approach in your own words. (4 marks)
- b) Based on the scenario, explain how constructivism is applied in this educational context. Discuss **FOUR (4)** specific strategies and activities that Teacher Mary uses to promote constructivism learning approach in her class. You may relate the strategies with the theoretical concept from the constructivism theories. (20 marks)

SOALAN 2

(24 Markah)

Seorang guru sejarah sekolah menengah, bernama Mary sedang merancang satu unit mengenai Perang Dunia II. Daripada kuliah tradisional dan buku teks, Cikgu Mary memutuskan untuk melaksanakan pendekatan konstruktivisme untuk pembelajaran kelasnya. Para pelajar dibahagikan kepada kumpulan kecil dan diberi tugas untuk menyelidik pelbagai aspek peperangan, seperti punca, pertempuran besar, tokoh utama, dan akibatnya.

Setiap kumpulan digalakkan menggunakan pelbagai sumber, termasuk dokumen utama, temu bual, dokumentari, dan artikel akademik, untuk mengumpul maklumat. Pelajar juga diminta menganalisis perspektif yang bercanggah, menilai kredibiliti sumber, dan membina naratif mereka sendiri tentang Perang Dunia II berdasarkan penyelidikan mereka.

Sepanjang pembelajaran berlangsung, Cikgu Mary memudahkan perbincangan, membimbing aktiviti berasaskan inkuiri, dan menggalakkan pelajar membuat perkaitan antara peristiwa sejarah dan kesannya terhadap isu kontemporari. Pelajar juga diberi peluang untuk membentangkan penemuan mereka kepada kelas, terlibat dalam perbincangan, dan mengambil bahagian dalam perbincangan reflektif tentang proses pembelajaran mereka.

- a) Terangkan pendekatan pembelajaran konstruktivisme dengan perkataan anda sendiri. (4 markah)
- b) Berdasarkan senario tersebut, terangkan bagaimana konstruktivisme diaplikasikan dalam konteks pendidikan ini. Bincangkan **EMPAT (4)** strategi dan aktiviti khusus berdasarkan pendekatan pembelajaran konstruktivisme yang dijalankan oleh Cikgu Mary. Anda boleh mengaitkan strategi dengan konsep teori daripada teori konstruktivisme. (20 markah)

***** END OF QUESTION PAPER *****


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