GS MUKARANGE CATHOLIC
ROOM I
MARKING GUIDE OF END UNITS ASSESSMENTS FOR UNCERTIFIED
TEACHERS

Reflect on and answer the following questions from unit 1:

1. In your own words, what do you understand by the

following concepts?

(i) Education

(ii) Psychology

(iii) Educational Psychology

(iv) Behaviour

2. Choose the letter that corresponds to the correct

answer:

i. The broadcasting "Musekewaya" on Radio Rwanda

about Buhumuro and Bumanzi is meant to educate

the population of Rwanda on Unity and Reconciliation.

This form of education may be best qualified as:

a. Formal education

b. Non-formal education

c. Informal education

d. Theatral education

ii. Which one of the following is not an example of

behaviour?

a. Teaching

b. Speaking

c. Thinking

d. Drawing

iii. Answer by true or false.

a. Nowadays, we recognize that there are two types of intelligence: Logical-mathematical intelligence and linguistic intelligence.

b. Anyone who has completed secondary education can teach effectively in nursery school.

c. The knowledge of Educational Psychology is some-times crucial to teach lower primary learners.

d. It is possible to teach learners without considering their ways of perceiving classroom stimuli.

e. Every lesson shall start by capturing learners' atten-tion and arousing their interest in the topic of the day.

f. There are 8 types of intelligence including artificial intelligence

Unit 1 ANSWERS

1. Concepts in Your Own Words:

(i) Education: Education is the process of acquiring knowledge, skills, values, morals, beliefs, and habits. It's about learning things that help us understand the world and become better individuals.

(ii) Psychology: Psychology is the scientific study of the mind and human behavior. It explores how we think, feel, learn, and interact with the world around us.

(iii) Educational Psychology: This is the branch of psychology that focuses on how people learn in educational settings. It combines the principles of psychology with the practice of education to improve teaching and learning methods.

(iv) Behavior: Behavior refers to the observable actions and responses of a person or organism. It's how we express ourselves through actions, reactions, and interactions with the environment.

2. Choosing the Correct Answer:

(i) Education through Radio Rwanda:

(b) Non-formal education

This is the most fitting option. Non-formal education happens outside of a traditional classroom setting. "Musekewaya" on Radio Rwanda uses educational content (unity and reconciliation) but in a non-formal way to reach the population.

(ii) Not an Example of Behavior:

(c) Thinking

Thinking is a mental process that happens within the mind, and isn't directly observable. Behaviors are the outward expressions of our thoughts and feelings. While thinking influences behavior, it's not a behavior itself.

iii. True or False:

(a) False

While Logical-mathematical and Linguistic intelligence are part of Howard Gardner's theory of multiple intelligences, it recognizes more than two types.

(b) False

Teaching effectively requires specific skills and knowledge beyond just having completed secondary education. Early childhood education, for example, requires understanding child development.

(c) True

Educational psychology provides valuable knowledge on how children learn, making it crucial for teaching lower primary learners effectively.

(d) False

Considering how students perceive information is important for effective teaching. Tailoring lessons to different learning styles can improve engagement and understanding.

(e) True

Capturing attention and sparking interest sets the stage for active learning and participation.

(f) False

There are multiple intelligences proposed by Gardner, but artificial intelligence is a different field altogether.

Reasons Why Uncertified Teachers Should Study Educational Psychology

1. **Improved Teaching Methods:** Educational psychology provides a framework for understanding how students learn. This allows teachers to choose effective teaching methods that cater to different learning styles and needs.

2. **Effective Classroom Management:** Educational psychology offers strategies for managing student behavior, creating a positive learning environment, and fostering positive student-teacher relationships.

3. **Understanding Student Development:** Uncertified teachers may not have a strong foundation in child development. Educational psychology explores how children grow and learn at different stages, allowing teachers to tailor their approach to match their students' capabilities.

4. **Assessment and Evaluation:** Educational psychology equips teachers with tools and techniques to assess student learning effectively. This helps them track progress, identify areas needing improvement, and personalize instruction.

End Unit 2 Assessment Activity

1. In the Rwandan context, most children at a given period of their development produce a repetitive noise that they say "umwana uvuza ubuhuha". Which stage of language development is characterised by this?

2. Answer by True or false:

a. Every normal child has to reach a certain level of development before he or she can carry out certain tasks.

b. The rate of growth is uniform.

c. One stage of development lays the foundation for the next stage of development.

d. Neither heredity nor environment is the sole factor responsible for the development of a child.

e. A reflex is involuntary. 3. How does growth differ from maturation?

4. Which of the following is not an example of a reflex?

a. Catching a ball

b. Jumping at a loud noise

c. Blinking when an object flies at your face

d. Coughing when something irritates your throat.

5. A reflex is:

a. A sneeze

b. An automatic response

c. A late reaction

d. Stomach pain

6. Which of the following is true of human development?

a. It follows a predictable pattern.

b. Generalisation can be made about different stages of human development.

c. Most people develop in a similar way.

d. All the above answers are true.

7. Give the human development stages.

8. Which of the following is true of infancy?

a. It is not an important stage of development.

b. During infancy we look for an identity.

c. Many physical milestones occur during infancy.

d. We learn self-confidence during infancy.

9. Puberty occurs in this stage, the last stage of development before adulthood.

a. Adulthood

b. Childhood

c. Adolescence

d. Infancy. 10. Explain four (4) reasons why human developmental psychology is important to you as a teacher.

11. You are a teacher-trainee, and you are engaged in activities of teaching and learning. Demonstrate how you will plan to use this acquired knowledge to bring your students to the enjoyment of your teaching considering their development domains. Hint: needs in physical and reflex development, needs in cognitive and social development, needs in emotional and moral development, and needs in language development.

End Unit 2 ANSWERS

1. Language Development Stage:

The repetitive noise Rwandan children produce ("umwana uvuza ubuhuha") represents **babbling**. This typically occurs between 4-8 months and is a stage where infants experiment with sounds and sound combinations.

2. True or False:

(a) True

Development follows a sequence. Children need to reach certain milestones before acquiring new skills.

(b) False

Growth rate varies between individuals and can be influenced by factors like nutrition and genetics.

(c) True

Each stage builds upon the previous one, creating a foundation for further development.

(d) True

Both heredity (genes) and environment play a role in shaping development.

(e) True

Reflexes are involuntary responses to stimuli.

3. Growth vs. Maturation:

Growth refers to the physical increase in size and number of cells. For example, a child's height and weight increasing.

Maturation refers to the unfolding of genetically predetermined abilities. It's the natural process of development, like a child eventually being able to walk or talk. Growth provides the necessary resources for maturation to occur.

4. Not a Reflex:

(a) Catching a ball is a learned skill, not an involuntary response.

5. Reflex Definition:

(b) An automatic response

A reflex is an unlearned, involuntary reaction to a stimulus. (e.g., blinking, knee jerk)

6. Human Development:

(d) All the above answers are true.

Human development follows a predictable pattern with generalizable stages. Most people develop in a similar way, but with individual variations.

7. Human Development Stages:

- Prenatal Development (conception to birth)
- Infancy (birth to 1 year)
- Early Childhood (1-3 years)
- Preschool (3-5 years)
- Middle Childhood (6-11 years)
- Adolescence (11-20 years)
- Early Adulthood (20-40 years)
- Middle Adulthood (40-65 years)

- Late Adulthood (65+)

8. Infancy:

(c) Many physical milestones occur during infancy.

Infancy is a crucial stage for rapid physical development (motor skills, brain growth).

9. Puberty:

(c) Adolescence

Puberty is a physical and hormonal change that occurs during adolescence.

10. Importance of Developmental Psychology:

- **Understanding Students' Needs:** Knowing developmental stages helps tailor teaching methods to students' cognitive, physical, and social abilities.
- **Promoting Effective Learning:** By understanding how students learn at different stages, teachers can create engaging and stimulating lessons.
- **Identifying Developmental Delays:** Developmental knowledge helps recognize potential delays and provide early intervention if needed.
- **Creating a Positive Learning Environment:** Understanding development can help teachers create a supportive and nurturing environment that fosters healthy growth.

11. Planning for Student Development:

Physical and Reflex Development:

- **Large motor skills:** Provide activities with plenty of space for movement (gross motor games).
- **Fine motor skills:** Offer manipulatives like playdough, crayons, and puzzles for building hand-eye coordination.

Cognitive and Social Development:

- **Individual work:** Cater to individual learning styles with varied activities.
- **Group projects:** Encourage collaboration and communication skills through group activities.

Emotional and Moral Development:

- **Positive reinforcement:** Acknowledge good behavior and effort to build self-esteem.
- **Classroom discussions:** Discuss social-emotional concepts like sharing, kindness, and respect.

Language Development:

- **Interactive activities:** Use songs, stories, and discussions to encourage communication.
- **Vocabulary building:** Introduce new words and phrases in context during lessons.

End Unit 3 Assessment Activity

Reflect on and answer the following questions from unit 3.

1. One of the following is not a concern of personality:

a) Person b) Personnel c) Trait d) Character e)

Persona f) Personal

2. Karibu is a man, aged 35. He meets a lady at night and im-

mediately attacks and rapes her. His personality is dominated

by:

a) Persona b) Superego c) Id d) Ego

3. A sub-system of personality that regulates all human desires

so that individuals behave according to the norms of the soci-

ety is called:

a) Superego b) Ego c) Id d) Persona.   4. One of the following psychologists explained personality de-

velopment based on what he called libido. This one is:

a) C.G. Jung b) A. Adler c) C. Rogers d) S. Freud

5. Psychologists explained differently the way personality de-velops. The one who explained this in terms of psychosocial

stages is:

a) S. Freud b) A. Maslow c) E. Erikson d) C. Rogers

6. In all public and government aided Rwandan schools, children are having lunch. This policy of school feeding pro-gramme aims to satisfy children's need proposed by:

a) S. Freud b) A. Maslow c) E. Erikson d) C. Rogers

End Unit 3 ANSWERS

1. Not a Concern of Personality:

(b) Personnel

Personnel refers to a group of people employed by an organization, not a personality trait.

2. Karibu's Dominant Personality Force:

(c) Id

The Id represents primal desires and urges. In this scenario, Karibu's actions are driven by his Id's impulses without considering social norms or morality.

3. Sub-system Regulating Desires:

(a) Superego

The Superego acts as our conscience, internalizing societal values and morals. It regulates the Id's desires to ensure socially acceptable behavior.

4. Personality Development Based on Libido:

(d) S. Freud

Sigmund Freud's psychoanalytic theory proposed that personality is shaped by the conflict between our Id (desires), Ego (reality), and Superego (morality). Libido, or sexual energy, is a central concept in his theory.

5. Psychosocial Stages of Development:

(c) E. Erikson

Erik Erikson's theory emphasizes the impact of social interaction on personality development through eight psychosocial stages, from infancy to adulthood.

6. School Feeding Program and Needs:

(b) A. Maslow

Abraham Maslow's Hierarchy of Needs suggests basic physiological needs (like hunger) must be met before addressing higher-level needs. The school feeding program addresses a basic physiological need, aligning with Maslow's theory.

End Unit 4 Assessment Activity

Now have covered unit 4: Social Psychology. You are requested

to attend the following questions by choosing the correct

answer.

1. "The scientific study of how people think about,

influence, and relate to one another" is known as:

a. Social influence

b. Peer pressure

c. Social psychology

d. Social perception

2. Students are given group work. Few of them do not

engage fully in performing the task because they

rely on their colleagues whom they find brilliant. This

situation illustrates:

a. Social perception

b. Groupthink

c. Social behaviour

d. Social loafing.   3. The process by which a person influences another

to change his attitudes by communicating him/her

certain message(s) is called:

a. Conformity

b. Persuasion

c. Social facilitation

d. Peer pressure

4. Social influence is realized through:

a. Persuasion and conformity

b. Conformity and internalisation

c. Persuasion and identification

d. Compliance and conformity

5. The process through which you attempt to understand
the reasons behind others' behaviour is called:

a. Impression

b. Attribution

c. Prejudice

d. Stereotype

6. Keza is a class representative of Senior 5 at G.S Bubu.
Her classmates' expectation is to see her performing a
set of behaviours within this group class. This refers to:

a. Social norms

b. Social obedience

c. Social roles

Leadership

7. The following psychologist used the term "group
dynamics", to describe the positive and negative forces
within groups of people.

a. Kurt Lewin

b. Jacob Moreno

c. Alfred Binet

Albert Bandura

8. The technique used to describe social relationships that

exist between individuals in a group is called:

a. Metrix

b. Sociometric

c. Sociometry

d. Star matrix

End Unit 4 ANSWERS (Social Psychology)

1. The Study of Social Interaction:

(c) Social psychology

Social psychology is the scientific study of how people think, influence, and relate to one another.

2. Group Work and Social Loafing:

(d) Social loafing

Social loafing describes the phenomenon where individuals put in less effort when working in a group compared to working alone.

3. The Process of Persuasion:

(b) Persuasion

Persuasion is the deliberate attempt to change someone's attitudes, beliefs, or behaviors through communication.

4. Social Influence Mechanisms:

(a) Persuasion and conformity

Social influence can be achieved through persuasion (changing attitudes) and conformity (adjusting behavior to group norms).

5. Understanding Behavior:

(b) Attribution

Attribution theory explores how people explain the causes of their own and others' behaviors.

6. Class Representative and Social Roles:

(c) Social roles

Social roles are the expected behaviors associated with a particular position within a group. (e.g., Class representative)

7. Group Dynamics:

(a) Kurt Lewin

Kurt Lewin is known as the "father of social psychology" and pioneered the concept of group dynamics.

8. Social Relationships within a Group:

(c) Sociometry

Sociometry is a tool used to measure social relationships and patterns of interaction within a group.

END UNIT 5 ASSESSMENT ACTIVITY

Reflect on and answer the following questions from unit 5.

1. Answer with true or false:

a. Behaviorists focus on the idea that all behaviors are

learned through interaction with the environment and

that innate or inherited factors have very little influence

on behavior.

b. Classical conditioning is a learning process in which an

association is made between less than stimuli.

c. The theory of classical conditioning was introduced by

Russian physiologist, Ivan Petrovich Pavlov.

d. Behaviorists tend to use the term 'conditioning' instead

of 'learning' to indicate that the subject is changed by

external rather than cognitive events.

e. Extinction or cessation of the CR occurs when the CS is

presented repeatedly without the UCS.

f. In operant conditioning, actions are influenced by their

results.

2. Give at least 5 tips for applying behaviourism in the classroom.

3. Provide some strategies and principles you need to employ

when teaching your subjects.

4. Highlight what a teacher should do in a constructivist

classroom.

5. Discuss the implication of social learning in education.

6. Explain the factors that influence learning.

End Unit 5 ANSWERS (Learning Theories)

1. True or False:

(a) True

Behaviorism emphasizes environmental influence on behavior, minimizing the role of innate factors.

(b) False

Classical conditioning involves pairing a neutral stimulus (NS) with a significant stimulus (US) to create a conditioned response (CR).

(c) True

Ivan Pavlov's experiments with dogs established the principles of classical conditioning.

(d) True

Behaviorists focus on observable behavioral changes due to external stimuli, not internal thoughts.

(e) True

Extinction occurs when the conditioned stimulus (CS) is presented without the unconditioned stimulus (US), weakening the conditioned response (CR).

(f) True

Operant conditioning highlights how consequences (rewards/punishments) influence behavior.

2. Behaviorism in the Classroom (5 Tips):

- **Positive Reinforcement:** Reward desired behaviors to encourage repetition (e.g., praise, stickers).
- **Negative Reinforcement:** Remove undesirable stimuli to strengthen desired behavior (e.g., stopping a boring lecture when students raise hands).
- **Shaping:** Break down complex skills into smaller steps, rewarding progress towards the final goal.
- **Punishment:** Discourage undesirable behavior, but use it sparingly and constructively.
- **Modeling:** Provide positive examples for students to observe and imitate (e.g., demonstrating a learning strategy).

3. Strategies and Principles for Teaching:

- **Clear Objectives:** Set clear learning objectives for each lesson to guide student focus and achievement.
- **Variety in Activities:** Use diverse teaching methods (lectures, discussions, group work) to cater to different learning styles and keep students engaged.
- **Active Learning:** Encourage students to participate actively through questions, projects, and discussions.
- **Assessment and Feedback:** Regularly assess student learning and provide constructive feedback to guide improvement.
- **Differentiation:** Adapt instruction and materials to meet students' diverse needs and learning paces.

4. Teacher's Role in a Constructivist Classroom:

- **Facilitator:** The teacher acts as a guide, creating an environment for students to actively construct their own knowledge through exploration and discovery.

- **Resource Provider:** Provide students with necessary resources and materials to support their learning process.
- **Questioning:** Use open-ended questions to encourage critical thinking, analysis, and problem-solving skills.
- **Collaborative Learning:** Promote student collaboration and peer learning activities.
- **Reflection:** Guide students in reflecting on their learning experiences and making connections between new and existing knowledge.

5. Implications of Social Learning in Education:

- **Observational Learning:** Students can learn by observing and imitating the behavior of others (teachers, peers).
- **Peer Collaboration:** Collaborative learning allows students to learn from each other and develop social skills.
- **Modeling:** Teachers can model positive learning behaviors and desired social interactions.
- **Social Reinforcement:** Positive feedback from peers can motivate students and reinforce desired behaviors.

6. Factors Influencing Learning:

- **Internal Factors:** These include a student's prior knowledge, motivation, learning style, cognitive abilities, and attention span.
- **External Factors:** These include the quality of instruction, classroom environment, resources available, parental involvement, and socio-economic background.

END UNIT 6 ASSESSMENT ACTIVITY

Choose the best answer (from Question 1 to 3):

1. The best way to help a pre-primary and primary

student do well in their studies is through:

a, Guidance and counselling

b. Punishment

c. Rigid and strict discipline

d, Rewards

Choose the best answer (from Question 1 to 3):

2. Counselling involves--

a. advice from counsellor to the individual only.

b. consultation and interchange of opinions between
the counsellor and the individual.

c. problem sharing by individual with the counsellor
only.

d. school identifying issues with children with needs

3. The number of counselling types is:

a. 2

b. 1

c. 3

d. 4.   4. Make a brief description of types of counselling at pre-
primary and primary level.

5. Ascertain whether the statements below are true or
false.

a. Guidance is primarily and systematically concerned
with personal development of the individual.

b. Guidance is oriented towards consent and coercion.

c. Guidance is based upon recognising the dignity
and worth of the individual as well as his/her right to
choose.

d. Guidance should not be done in pre-primary
education because learners are too young to
understand anything about it.

e. Guidance is preventive but not a remedial process.   6. Explain at least 5 things you will do
to apply active
listening in a counselling session.

7. Explain the basic principles of guidance and

counselling.

8. Write down guidelines for relationship building in a counselling session.

9. Explain the reason why trustworthiness is very important in guidance and counselling.

10. Apply principles of guidance and counselling in the role-play to assist learners to find solutions to their problem. For example, in groups, plan and present sketches on bad language use in primary school. How can you use guidance and counselling to help learners in primary schools avoid problems that may interfere with their studies?

End Unit 6 ANSWERS (Guidance and Counseling)

Multiple Choice:

1. Helping Pre-Primary and Primary Students:

(a) Guidance and Counselling

Guidance and counseling provide support and encouragement, which is more helpful for learning than punishment or rigid discipline.

2. Counseling Involves:

(b) Consultation and Interchange

Counseling involves a two-way conversation where both the counselor and the individual share ideas and work together to find solutions.

3. Number of Counseling Types:

(d) 4 or More

There are many types of counseling, with some focusing on specific needs like career counseling or academic counseling.

4. Types of Counseling at Pre-Primary and Primary Level:

- **Individual Counseling:** Provides one-on-one support to address personal or academic concerns.
- **Group Counseling:** Students with similar issues can meet in a group for peer support and guidance.
- **Play Therapy:** Uses play activities to help young children express themselves and explore emotions.
- **Peer Counseling:** Trained students can offer support and guidance to their peers.

True or False:

(a) True

Guidance focuses on the individual's personal growth and development.

(b) False

Guidance emphasizes collaboration and empowering individuals to make informed choices.

(c) True

Guidance respects the dignity and right to self-determination of each individual.

(d) False

Guidance can begin in pre-primary to equip young children with social and emotional skills.

(e) False

Guidance can be both preventive (addressing potential issues) and remedial (helping with existing problems).

5. Active Listening Skills in Counseling:

- **Give full attention:** Maintain eye contact, minimize distractions, and show nonverbal cues of attentiveness.
- **Show empathy:** Try to understand the student's perspective and feelings without judgment.

- **Reflect back:** Summarize what you hear to ensure understanding and encourage further elaboration.
- **Ask open-ended questions:** Encourage the student to explore their thoughts and feelings more deeply.
- **Avoid interrupting:** Allow the student to express themselves fully before offering advice.

6. Basic Principles of Guidance and Counseling:

- **Confidentiality:** Maintain trust by keeping information shared during counseling confidential (with exceptions for safety concerns).
- **Respect:** Treat all individuals with dignity and respect, regardless of their background or situation.
- **Collaboration:** Work together with the student, parents, and other professionals to develop a support system.
- **Empowerment:** Help students develop self-awareness, problem-solving skills, and a sense of agency in their lives.
- **Non-judgmental approach:** Create a safe space for students to express themselves freely without fear of being judged.

7. Guidelines for Relationship Building in Counseling:

- **Warmth and Friendliness:** Create a welcoming and approachable atmosphere.
- **Active Listening:** Demonstrate genuine interest in the student's experiences and feelings.
- **Positive Regard:** Show unconditional positive regard for the student, even when addressing their challenges.
- **Empathy and Understanding:** Strive to understand the student's perspective and validate their emotions.
- **Clear Communication:** Communicate clearly and avoid using jargon that the student might not understand.

8. Importance of Trustworthiness in Guidance and Counseling:

Trust is essential for students to feel comfortable disclosing personal information and seeking help. If students don't trust the counselor, they're less likely to be open and engaged in the counseling process.

9. Applying Guidance and Counseling Principles:

This would likely involve a role-play scenario where you, as the counselor, would demonstrate how to apply guidance and counseling principles to help a student avoid bad language use.

Here are some possible strategies:

- **Individual Counseling:** Explore the reasons behind the student's use of bad language. Discuss the impact on others and explore alternative ways to express themselves.
- **Group Counseling:** Facilitate a group discussion about respectful communication and the consequences of using bad language.
- **Positive Reinforcement:** Acknowledge and reward students who use positive and respectful language.

Remember, the specific approach will depend on the individual student and the reasons behind their behavior.