

PROFESSIONAL EDUCATION – Part 3

1. Which statement on true authority is wrong?
 - a. It sets an example
 - b. It seeks its own satisfaction and privilege**
 - c. It acts in the best interest of others
 - d. Its goal is to help, form, and guide others
2. When a teacher teaches the idea that it is wrong to think that Filipino lifestyle, products and ideas are inferior to those of other nationalities, he fights against _____.
 - a. Acculturation c. Ethnocentrism
 - b. Xenocentrism** d. Culture shock
3. Teacher Lolita, a teacher for forty years, refuses to attend seminars. She claims that her forty years of teaching is more than all the seminars she is asked to attend. Is her actuation and thinking in accordance with the Code of Ethics for Professional Teachers?
 - a. No, a professional teacher, regardless of teaching experience, ought to go through continuing professional education**
 - b. No, non-attendance to seminars means no professional growth
 - c. Yes, because she has taught for forty years and may have mastered the trade
 - d. Yes, provided she has an excellent performance rating
4. A principal asked her good teachers to write modular lessons in Science, and then she had them published with her name printed as author. Which is unethical in this case?
 - a. She was the exclusive beneficiary of the royalty from the modules
 - b. She burdened her teachers with work not related to teaching
 - c. She had the modular lessons published when they were worth publishing
 - d. She got the merit which was due for her teacher-writers**
5. Is it ethical on the part of the teacher to proselyte in her classroom every Friday?
 - a. Yes, that strengthens values education
 - b. Yes, that is religious instruction which is allowed by the Constitution
 - c. No, a teacher shall not engage in the promotion of his/her religious interest in the classroom**
 - d. No, proselyting is no longer necessary in this age
6. Which can promote national pride among pupils/students?
 - I. Studying the lives of outstanding Filipinos here and abroad
 - II. Reading the lives of saints of the Church
 - III. Studying Philippine history with emphasis on the victories and greatness of the Filipino people
 - a. I, II, III c. I & II
 - b. III only** d. I only
7. Why is the exodus of Filipino professionals described as “brain drain”?
 - I. Those who go abroad are usually the better
 - II. Filipino professionals serve other countries instead
 - III. They contribute to nation building through their dollar remittances
 - a. I, II, III b. I only c. II only d. **I & II**
8. You want to report on a colleague's act of immorality. You don't have the courage to confront her. To end her illicit affair with a married man you write and secretly distribute copies of your anonymous letter against your fellow teacher. What should have been done instead?
 - a. If the charge is valid; present such charge under oath before your school head**
 - b. Ask a third party to write the anonymous letter to prevent yourself from being involved
 - c. Talk to the married man with whom she is having illicit affair
 - d. Secretly give the anonymous letter only to the two people concerned
9. Teachers often complain of numerous non-teaching assignments that adversely affect their teaching. Does this mean that teachers must be pre-occupied only with their teaching?
 - a. Yes, because teaching is enough full time job
 - b. Yes, if they are given other assignments, justice demands that they be properly compensated**
 - c. No, because every teacher is expected to provide leadership in activities for the betterment of the communities where they live and work
 - d. No, they are also baby sitters especially in the pre-school
10. My right ends where the rights of others begin. What does this mean?
 - a. Rights are not absolute**

- b. Rights are alienable
 - c. Rights are inalienable
 - d. Rights are absolute
11. History books used in the schools are replete with events portraying defeats and weaknesses of the Filipino people. In the spirit of nationalism, how should you tackle them in the classroom?
- a. Present them as they are and tell the class to accept reality
 - b. Present the facts and use them as means to teach and inspire your class**
 - c. Present the facts and express your feelings of regret
 - d. Present the facts including those people responsible for the failures or for those who contributed
12. Should an association of teachers obey a Supreme Court's decision even if it conflict with its interest and opinions?
- a. No
 - b. Yes**
 - c. Yes, provided they can make a bargain
 - d. No, as a minority group they have the right to express their rejection
13. A teacher does not agree with the selective retention policy of the school and she openly talks against it in her classes. Is her behavior ethical?
- a. Yes, provided she got the permission from her superior to talk against the policy
 - b. No, it is her duty to faithfully carry it out even if she does not agree**
 - c. No, in fact she is quite confused and passes on her confusion to others
 - d. Yes, she is entitled to her opinion just as everybody is
14. If you have a problem with another teacher, the first step towards resolution should be for you to:
- a. Talk directly with the teacher involved**
 - b. Ask your fellow teachers to intercede on your behalf
 - c. Ask your fellow teachers for their suggestions
 - d. Discuss it with your principal
15. What is ethical for you to do if deep within your heart you do not agree with the school policy on student absences?
- a. Be vocal about your feeling and opinion against the policy
 - b. Understand the policy and support the school in its implementation**
 - c. Argue with your superior to convince him to change the policy
 - d. Keep your feeling to yourself but make insinuations that you are against it while you teach
- CASE #1** – Mrs. Domingo developed a lesson on the concept of fraction this way: First, she presented one pizza, and then asked a pupil to cut it into two. She called one part of the pizza $\frac{1}{2}$ and the two parts of $\frac{2}{2}$. Then she wrote $\frac{1}{2}$ and $\frac{2}{2}$ on the board. She proceeded to ask another pupil to divide the half parts of the cake into two again, and then wrote $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$. Then she used the model of fractions (wooden circles) divided into 2, 3 and 4 show $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{4}$. Then she went back to the fractions she wrote on the board. She asked her pupils for the meaning of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$.
16. Did Mrs. Domingo follow Bruner's three stage development of knowledge?
- a. Yes**
 - b. No
 - c. Only in the first stage
 - d. Cannot be determined because the lesson was not developed fully
17. In the context of Bruner's principle of knowledge representation, which is the enactive phase of the lesson on fractions?
- a. Presenting the pizza and cutting it into two and four**
 - b. Using the model of fractions
 - c. Writing the fractions $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$ on the board
 - d. Asking the meaning of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{3}$
18. Would it be easier to understand and retain the concept of fractions if Mrs. Domingo began the lesson on fractions with the meaning of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc.?
- a. Yes, provided we proceed to the concrete
 - b. No, for better learning we proceed from the concrete to the abstract**
 - c. It depends on the teaching skills of the teacher
 - d. Yes, provided we include a concrete application of the abstract
19. Which part of the lesson is the symbolic stage?
- a. Using the model of fractions
 - b. Dividing the pizza further into four
 - c. Dividing the pizza into two
 - d. Writing the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{4}$ on the board**

20. Does the development of the lesson on fraction conform to the bottom-up arrangement of the learning experiences in Edgar Dale's Cone of Experience?
- No
 - Cannot be determined
 - Yes**
 - Up to the second phase of the lesson only

CASE #2 – In a faculty recollection, the teachers were asked to share their thoughts of the learner, their primary customer. What follows is the gist of what were shared:

Teacher A - "The learner is a product of his environment. Sometimes he has no choice. He is determined by his environment."

Teacher B - "The learner can choose what he can become despite his environment."

Teacher C - "The learner is a social being who learns well through an active interplay with other."

Teacher D - "The learner is a rational being. Schools should develop his rational and moral powers."

21. Whose philosophical concept is that of Teacher A?
- Rationalist
 - Behaviorist**
 - Existentialist
 - Progressivist
22. Teacher B's response comes from the mouth of a/an:
- Behaviorist
 - Existentialist**
 - Essentialist
 - Perennialist
23. If you agree with Teacher C, you are more of a/an:
- Perennialist
 - Rationalist
 - Essentialist
 - Progressivist**
24. If you identify yourself with Teacher D, you adhere to what philosophy?
- Progressivist
 - Behaviorist
 - Existentialist
 - Perennialist**
25. Whose response denies man's free will?
- Teacher A**
 - Teacher C
 - Teacher D
 - Teacher B

CASE #3 – School Head Amilia wants her teachers to be constructivist in their teaching orientation.

26. Which material will her teachers most likely use?
- Facts
 - Hypotheses**
 - Time-tested principles
 - Laws
27. Which material will her teachers most likely avoid?
- Unquestionable laws**
 - Open-ended topics
 - Problems or cases
 - Controversial issues
28. On which assumption/s is/are the principal's action anchored?
- Students learn by personally constructing meaning of what is taught
 - Students construct and reconstruct meanings based on experiences
 - Students derive meaning from the meaning that teacher gives
- I only
 - I and III
 - I and II**
 - II only
29. Which does School Head Amilia want her teachers to do?
- Require their students to come up with a construct of the lesson
 - Make their students derive meaning from what is presented
 - Let their students construct meaningful sentences based on the lesson**
 - Give the meaning of what they present in class
30. Which one should her teachers then avoid? Students':
- Reflection
 - Self-directed learning
 - Memorization of facts for testing**
 - Inquiry

CASE #4 – On the first day of school, Teacher Yveta oriented her class on procedures to be observed in passing papers, getting textbooks from and returning the same on the bookshelf, leaving the room for necessity, and conducting group work. She arranged

the chairs in such a way that students can interact and can move around without unnecessarily distracting those seated. She involved the class in the formulation of rules to ensure punctuality, order and cleanliness in the classroom.

31. On what belief is Teacher Yveta's management practice anchored?
 - a. Classroom rules need to be imposed for order's sake
 - b. The classroom environment affects learning**
 - c. A teacher must lord her power over her students to be an effective classroom manager
 - d. A reactive classroom management style is effective
32. Teacher Yveta involved her students in the formulation of class rules. Which describes her classroom management style?
 - a. Benevolent
 - c. Democratic**
 - b. Authoritarian
 - d. Laissez-faire
33. Which adjective appropriately describes Teacher Yveta as a classroom manager?
 - a. Proactive**
 - c. Reactive
 - b. Modern
 - d. Traditional
34. Was it sound classroom management practice for Teacher Yveta to have involved the students in the formulation of class rules?
 - a. No, it weakens the teacher's authority over her students
 - b. Yes, it makes students feel a sense of ownership of the rules**
 - c. Yes, it lessens a teacher's work
 - d. No, it is a students' act of usurpation of teacher's power
35. Which assumption underlies Teacher Yveta's classroom management practice?
 - a. Classroom routines are boring and will work when imposed
 - b. Classroom routines leave more time for class instruction**
 - c. Students need to be treated like adults to learn responsibility
 - d. Teacher's personality is a critical factor in classroom discipline

CASE #5 – Mr. Santo's lesson was on water conservation. He presented a graph that compared water consumption of small and big families. Before he asked any of the questions, he asked someone to stand up to give an answer. He called only on those who raised their hands. The questions he asked were:

1. What do you see in the graph?
2. How do you compare the water consumption of small and big families?
3. Why do most of the big families consume more water than the smaller families?
4. Do all the small families consume less water than the big families? Explain your answer.
5. In your opinion, why does one small family consume more water than one big family?
6. In what ways is water wasted?
7. What are ways of conserving water?
8. Are the families presented well at water conservation? Why or why not?
9. What generalization can you draw about water consumption and size of families?
36. Is there any convergent question from #1 to #8?
 - a. Yes, question #4
 - b. Yes, question #7**
 - c. Yes, question #8
 - d. None
37. Which question technique/s of Mr. Santo do(es) not enhance interaction?
 - I. Asking high-level questions
 - II. Calling only on those who raised their hands
 - III. Calling on someone before asking the question
 - a. II and III**
 - c. III only
 - b. I and II
 - d. I and III
38. Which statement on "wait time" is correct?
 - a. The higher the level of the question, the longer the wait time
 - b. Wait time turns off slow thinking students**
 - c. For quality response, "what" and "why" questions require equal wait time
 - d. Wait time discourages the brighter group of students
39. To connect the lesson on water conservation to the life of the students, which question is most appropriate?
 - a. How can you help conserve water?
 - b. Based on your observations, in what ways do people contribute to water wastage?**

- c. **What maybe the reason why even if Family B is not as big as Family C, it consumes much more water than Family C?**
 - d. Among the families, who contributes most to water conservation?
40. Were all the questions of Mr. Santo divergent?
- a. Yes
 - b. No, except #4
 - c. **No**
 - d. Yes, except #1

CASE #6 – With a topic on the human circulatory system, Teacher Jan formulated the following lesson objectives:

1. Given a model of the human circulatory system, the student must be able to understand the route of blood circulation
 2. After discussing the process of blood circulation, the teacher must be able to lead the pupils in enumerating circulatory system-related diseases and in citing the causes and prevention of such diseases.
41. Is objective #1 in accordance with the principles of lesson objective formulation?
- a. **No, the word “understand” is not a behavioral term**
 - b. No, it is not attainable
 - c. Yes, “understand” is an action word
 - d. Yes, it is very specific
42. How can you improve objective #2?
- a. Remove the phrase “After discussing the process of blood circulation.”
 - b. **Formulate it from the learner's point of view**
 - c. Cut it short; the statement is quite long
 - d. No need to improve on it
43. Do both objectives include a criterion of success, an element of a lesson objective cited by Robert Mager?
- a. Only objective #1 has
 - b. Only objective #2 has
 - c. **No, they don't**
 - d. Yes, they do
44. Is objective #2 in accordance with the principles of lesson objective formulation?
- a. **No, it does not describe pupils' learning behavior**
 - b. Yes, it is formulated from the point of view of the teacher
 - c. No, it is very broad
 - d. Yes, it describes teacher's teaching activity
45. Which one is the measurable learning behavior in objective #1?
- a. Able to understand
 - b. Route of blood circulation
 - c. To understand
 - d. **None**

CASE #7 – Teacher Fantina has a hard time getting the attention of her class. When she checks for understanding of the lesson after a usual forty-five minute lecture, she finds out that only one or two can answer her questions. This has become a pattern so one time, when the class could not answer, she gave a test.

46. What does the inattentiveness of most of Teacher Fantina's students confirm?
- a. **The “ripple effect” of behavior**
 - b. The lack of academic preparation of some teachers
 - c. The strange behaviors of today's students
 - d. The stubbornness of student groups
47. Which method in dealing with classroom management problem is better than that of Teacher Fantina?
- a. Low level force and private communication
 - b. Low level force and public communication
 - c. High level force and private communication
 - d. **High level force and public communication**
48. Can the inattentiveness of Teacher Fantina's class be attributed to her use of the lecture method?
- a. **Yes, if the lecture was not interactive**
 - b. Yes, if Teacher Fantina is an experienced teacher
 - c. No, if the students are intelligent
 - d. Cannot be determined

49. With the principles of learning in mind, which one can help Teacher Fantina solve her student disciplinary problem?
- a. Call on their first names
 - b. Do interactive teaching**
 - c. Change seat plan of the class
 - d. Assign monitors in class
50. Which act of Teacher Fantina is contrary to the principles of teaching?
- a. Asking questions to check for understanding
 - b. Giving a lecture
 - c. Checking for understanding of the lesson in the process of teaching
 - d. Giving a test to discipline the class**