

Default for EDU231

The default category for questions shared in context 'EDU231'.

Fill in the Blank (FBQs)

FBQ1

\_\_\_\_\_ is the totality of the learning experiences organized for students (learners) under the auspices of the school.

\*Curriculum\*

1.0000000

0.0000000

FBQ2

Curriculum development during the pre-colonial era depended largely on the \_\_\_\_\_ of the different communities.

\*needs\*

1.0000000

0.0000000

0.0000000

FBQ3

In 1861 Lagos colony was ceded to the \_\_\_\_\_

\*British\*

1.0000000

0.0000000

FBQ4

In \_\_\_\_\_ the Northern and the Southern Protectorates were merged and administered as one entity by the British Government.

\*1914\*

1.0000000

0.0000000

FBQ5

During the colonial period, the Christian missionaries identified very early that \_\_\_\_\_ would be essential and indispensable.

\*school\*

1.0000000

0.0000000

FBQ6

Different societies/communities \_\_\_\_\_ to the younger generation, what was though best for them to become an integrated citizenry

\*transmit\*

1.0000000

0.0000000

FBQ7

During the pre-colonial period, learning was not structured. There were no classrooms and designated professionally trained \_\_\_\_\_ as we have today.

\*teachers\*

1.0000000

0.0000000

FBQ8

Songs and music usually accompany the stories and help to fulfil the affective components of the educational \_\_\_\_\_

\*objectives\*

1.0000000

0.0000000

FBQ9

The \_\_\_\_\_ methods included word of mouth instruction, story-telling and dramatizations.

\*informal\*

1.0000000

0.0000000

FBQ10

\_\_\_\_\_ training was given both at home (by the parents) as well as other adult members of the family and community

\*Moral\*

1.0000000

0.0000000

FBQ11

Traditional or indigenous education had no \_\_\_\_\_ curriculum.

\*written\*

1.0000000

0.0000000

FBQ12

Studying the history of curriculum development can assist \_\_\_\_\_ to produce new materials

\*planners\*

1.0000000

0.0000000

FBQ13

A major objective of Nigerian Education as contained in the National Policy of Education is to build a self-reliant \_\_\_\_\_

\*nation\*

1.0000000

0.0000000

FBQ14

History is the recording of \_\_\_\_\_ events that happen in a community, or nation

\*past\*

1.0000000

0.0000000

FBQ15

Programme of \_\_\_\_\_, these are the subjects which must be taught in schools such as History, Geography, Economics and Physics.

\*studies\*

1.0000000

0.0000000

FBQ16

An expert in curriculum called \_\_\_\_\_ (1949) suggested four fundamental questions which must be answered about the nature of curriculum in schools:

\*Tyler\*

1.0000000

0.0000000

0.0000000

FBQ17

\_\_\_\_\_ and society should both be involved in the curriculum planning process.

\*School\*

1.0000000

0.0000000

FBQ18

The educated citizenry produced by \_\_\_\_\_ are expected to go back to the society and contribute to its growth and development.

\*school\*

1.0000000

0.0000000

FBQ19

The \_\_\_\_\_ is both an agent of stability and change in society.

\*school\*

1.0000000

0.0000000

0.0000000

FBQ20

The Commission came out with a blueprint stressing the need to make \_\_\_\_\_ relevant to the needs of the society.

\*education\*

1.0000000

0.0000000

FBQ21

By \_\_\_\_\_ the Phelps Stokeâ€™s Commission was set up precisely in 1920 to critically examine the process of education in Africa.

\*1920\*

1.0000000

0.0000000

FBQ22

Society was therefore very stable since respect for and imitation of elders was a major content of the \_\_\_\_\_ and unwritten curriculum.

\*unplanned\*

1.0000000

0.0000000

FBQ23

Skills were also learnt by \_\_\_\_\_ and doing.

\*observing\*

1.0000000

0.0000000

FBQ24

During the \_\_\_\_\_ period, there were no uniform educational objectives

\*Pre-colonial\*

1.0000000

0.0000000

FBQ25

The desire for a new \_\_\_\_\_ that would meet the desires and aspirations of Nigeria and Nigerians became very necessary.

\*curriculum\*

1.0000000

0.0000000

0.0000000

FBQ26

Bureaucracy is the system by which \_\_\_\_\_ operates.

\*government\*

1.0000000

0.0000000

0.0000000

FBQ27

The curriculum during the colonial period was \_\_\_\_\_ and could not be very useful in the rapid transformation of the country in an age of science and technology.

\*narrow\*

1.0000000

0.0000000

FBQ28

Curriculum development during the pre-colonial era had no \_\_\_\_\_ objectives.

\*uniform\*

1.0000000

0.0000000

FBQ29

In Tyler's model, the \_\_\_\_\_ is the selection of aims and objectives

\*first\*

1.0000000

0.0000000

FBQ30

Educational \_\_\_\_\_ are descriptions of an outcome of action

\*objectives\*

1.0000000

0.0000000

0.0000000

FBQ31

wheeler is concerned with the learner and the learning \_\_\_\_\_ with which he interacts

\*environment\*

1.0000000

0.0000000

FBQ32

Aim is a statement of a general outcome expected in a learner after being exposed to \_\_\_\_\_ experience

\*learning\*

1.0000000

0.0000000

FBQ33

Sokoto caliphate had an educational system which met the needs of the nomadic life style of the \_\_\_\_\_ rearers,

\*cattle\*

1.0000000

0.0000000

FBQ34

Programme of activities includes getting students to join various \_\_\_\_\_ and societies in the schools

\*clubs\*

1.0000000

0.0000000

FBQ35

The curriculum therefore consisted mainly of reading and writing and later \_\_\_\_\_ was introduced to ease the problems of calculation and trade.

\*Arithmetic\*

1.0000000

0.0000000

0.0000000

Multiple Choice Questions (MCQs) EDU231

MCQ1

During the pre-colonial era, appropriate \_\_\_\_\_ development depended largely on the needs of the different communities

Curricula

1.0000000  
Lesson note

0.0000000  
Magazine

0.0000000  
teaching

0.0000000  
MCQ2  
Sokoto caliphate had an educational system which met the needs of the \_\_\_\_\_ life style of the cattle rearers.

nomadic

1.0000000  
fishing

0.0000000  
trading

0.0000000  
farming

0.0000000  
MCQ3  
The South had as the cornerstone of their education, the development of good character and teaching of \_\_\_\_\_

1Rs

0.0000000  
2Rs

0.0000000  
3Rs

1.0000000  
Rs

0.0000000  
MCQ4  
Only few educated Nigerians were being used as interpreters, catechists and servants to the \_\_\_\_\_ missionaries.

white

1.0000000  
blue

0.0000000  
green

0.0000000  
yellow

0.0000000  
MCQ5

The inherited curriculum from the colonial masters was found to be \_\_\_\_\_

deficient

1.0000000  
efficient

0.0000000  
decent

0.0000000  
indecent

0.0000000  
MCQ6

In the immediate post-colonial era, there was clamouring for \_\_\_\_\_ of the curriculum

change

1.0000000  
choice

0.0000000  
cease

0.0000000  
care

0.0000000  
MCQ7

During the colonial period the subjects taught only encouraged \_\_\_\_\_ learning and did not emphasize science subjects;

rote

1.0000000  
root



0.0000000  
roof

0.0000000  
rout

0.0000000  
MCQ8

The Phelps Stokeâ€™s Commission was set up precisely in \_\_\_\_\_ to critically examine the process of education in Africa.

1920

1.0000000  
1921

0.0000000  
1922

0.0000000  
1923

0.0000000  
MCQ9

Nigeria became an independent country on October 1, 1960, and a full Republic in \_\_\_\_\_

1963

1.0000000  
1962

0.0000000  
1961

0.0000000  
1960

0.0000000  
MCQ10

National Policy on Education being revised from time to time, brought about the \_\_\_\_\_ system

6-3-3-4

1.0000000  
3-3-4-6

0.0000000

4-3-6-4

0.0000000

6-4-3-4

0.0000000

MCQ11

Schools provide \_\_\_\_\_, as well as training in character and the virtues which society holds dear.

money

0.0000000

manners

0.0000000

manpower

1.0000000

materials

0.0000000

MCQ12

Educationists and scholars conduct \_\_\_\_\_ in education and their findings influence curriculum development to a great extent.

research

1.0000000

reforms

0.0000000

rhymes

0.0000000

riddles

0.0000000

MCQ13

A major objective of Nigerian Education as contained in the National Policy of Education is to build a \_\_\_\_\_ nation

self-reliant

1.0000000

selfish

0.0000000

self-centred

0.0000000  
sole

0.0000000  
MCQ14

During the pre-colonial period, educational development depended on the \_\_\_\_\_ of the various nations that make up Nigeria today.

need

1.0000000  
fashion

0.0000000  
role

0.0000000  
duty

0.0000000  
MCQ15

Studying the history of curriculum development is important as it help curriculum \_\_\_\_\_ to make appropriate changes as the need arises.

planners

1.0000000  
writers

0.0000000  
readers

0.0000000  
printers

0.0000000  
MCQ16

The curriculum during the colonial period was narrow and could not be very useful in the rapid transformation of the country in an age of \_\_\_\_\_ and technology.

science

1.0000000  
synonyms

0.0000000  
sensors

0.0000000  
systems

0.0000000  
MCQ17

The word "curriculum" comes from the Latin word "currere",

currere

1.0000000  
recur

0.0000000  
cuere

0.0000000  
recu

0.0000000  
MCQ18

\_\_\_\_\_ is a "structured series of learning outcomes".

curriculum

1.0000000  
syllabus

0.0000000  
lesson note

0.0000000  
scheme

0.0000000  
MCQ19

According to Tyler,(1971), in planning curriculum, \_\_\_\_\_ basic questions must be answered.

four

1.0000000  
three

0.0000000  
two

0.0000000  
five

0.0000000

MCQ20

Tylersâ€™ Model is \_\_\_\_\_

lean

0.0000000

narrow

0.0000000

linear

1.0000000

near

0.0000000

MCQ21

Tyler suggests that certain \_\_\_\_\_ experiences must be selected to achieve the objectives specified.

learning

1.0000000

life

0.0000000

fate

0.0000000

faith

0.0000000

MCQ22

Tylersâ€™s model suggests that what has been selected should be organized and \_\_\_\_\_ if the objectives must be achieved.

coordinated

1.0000000

controlled

0.0000000

confirmed

0.0000000

cancelled

0.0000000

MCQ23

\_\_\_\_\_ suggests that the curriculum planner must be interested in whether the curriculum objectives are being achieved or not.

Tyler

1.0000000

Wheeler

0.0000000

Ralph

0.0000000

Taba

0.0000000

MCQ24

Tyler suggests that the \_\_\_\_\_ must be clearly stated in behavioral terms.

objectives

1.0000000

aims

0.0000000

topics

0.0000000

subjects

0.0000000

MCQ25

Wheeler's model consists of \_\_\_\_\_ steps

five

1.0000000

four

0.0000000

three

0.0000000

two

0.0000000

MCQ26

A \_\_\_\_\_ is a group of people living together in a given geographical area, and sharing common culture and a way of life

community

1.0000000

communiquÃ©

0.0000000

confraternity

0.0000000

compact

0.0000000

MCQ27

Before a child can learn appropriately, he must adequately develop

physically and\_\_\_\_\_

mentally

1.0000000

amicably

0.0000000

myopically

0.0000000

massively

0.0000000

MCQ28

The \_\_\_\_\_ is the most important single factor in curriculum implementation.

teacher

1.0000000

student

0.0000000

matron

0.0000000

mistress

0.0000000

MCQ29

\_\_\_\_\_ exist in society for the main purpose of transmitting existing Knowledge, culture and traditions of the society to her learners.

School

1.0000000

Market

0.0000000

Hospital

0.0000000

Offices

0.0000000

MCQ30

Curriculum development is therefore not static, but \_\_\_\_\_ in nature

dynamic

1.0000000

durable

0.0000000

double

0.0000000

doubtful

0.0000000

MCQ31

There is also a principle that what is \_\_\_\_\_ should be taught first before teaching complex material.

simple

1.0000000

sensory

0.0000000

seldom

0.0000000

severe

0.0000000

MCQ32

There is a principle which says that what is \_\_\_\_ should be taught first before proceeding to what is not known.

unknown

1.0000000



knowledgeable

0.0000000  
new

0.0000000  
noble

0.0000000  
MCQ33

Curriculum is a \_\_\_\_ of study, which contains a body of subject matter approved for teaching by society in schools.

course

1.0000000  
council

0.0000000  
core

0.0000000  
copula

0.0000000  
MCQ34

Sensor Motor Stage (0-2 years) Piaget postulated that a child at this stage of life relies more on \_\_\_\_ physical senses.

five

1.0000000  
four

0.0000000  
three

0.0000000  
two

0.0000000  
MCQ35

There can be no \_\_\_\_\_ if there is no curriculum.

school

1.0000000  
hospital

0.0000000  
market

0.0000000  
theatre

0.0000000