Professional Education 50 Items Part 6

1. Which of the following conditions manifests trend of globalization?
a. Establishment of stronger boundaries between and among nations.
b. Increased awareness on the importance of national cultures and traditions.
c. Less and less impact of human activity on the planet earth.
d. The incorporation of local and national economies into a worldwide global economy.

2. According to the Delors report, there are a number of main tensions central to the problems of the twenty first century that we need to overcome. One of them is the challenge to an individual how he or she can adapt to the changing world without forgetting or turning his/her back from the past. What kind of tension or conflict is manifested in this situation?
a. Tension between tradition and modernity
b. Tension between the global and the local
c. Tension between the universal and the individual
d. Tension between long term and short term considerations

3. Which of the following features represents the new paradigm shift in education?
a. Traditional pedagogies
b. Lifelong education for all
c. Rigid subject matter boundaries
d. Knowledge as the only learning outcome

4. What is the measure of relevance in education?
a. Democratization of access
b. Functionality and meaningfulness
c. Ability to sustain education through the future
d. Excellence and effectiveness

5. What is the concern of Multicultural Education?
a. Anticipating the future and imagining possible and probable futures.
b. Gender equality and harnessing of the role of women in development.
c. Promoting care for the environment and building a global culture of ecological responsibility.
d. The exploration of concepts of cultural diversity, similarities and prejudices to promote cultural understanding.

6. Which of the following may be considered an economic impact of globalization on education?
a. Increasing commercialization of education and the corporate takeover of education
b. Weakening of the notion of the "citizen" as a unified and unifying concept.
c. New technologies of information and communication creates new approaches to learning
d. Reduction of state and government support and subsidy for education

7. Which of the following aptly describes Marshall Mcluhans' concept of global village?
a. The idea that because of rapid globalization and development in technology, the world has become one global village where increased diversity and difference among people has become more pronounced than ever.

b. Rapid integration of the planet through media and technology where events in one part of the world could be experienced from other parts in real-time, similar to what human experience was like when we lived in small villages.
c. Global Village is the kind of global world we are experiencing, characterized by fundamentalism, apathy and conflict brought about by clashes of cultures.

d. People's cultural and religious identities will be the primary source of conflict in the post-Cold War world as evidenced by the conflict between fundamentalist Muslims and the western world.

8. When planning her lessons and units, Mrs. Jones is careful to include books and resources from a variety of cultures and ethnic groups. What kind of education is this?
a. Multilingual education
b. Transformative education
c. Multicultural education
d. Gender free education

9. Which of the following is NOT a characteristic of globalization?
a. Stretching a social, political and economic activities across political frontiers, regions and continents.
b. The growing magnitude of interconnectedness and flows of trade, investment and migration.
c. A speeding up of global interactions and processes through worldwide systems of transportation and communication.
d. The expansion of economic protectionism and isolation of poor countries.

10. Which of the following illustrates the major paradigm shift in education in the 21st century?
a. Shift from rigid subject matter to a more interdisciplinary and multidisciplinary pedagogical approach.
b. Shift from values education and emotional learning to knowledge dominated curriculum
c. From contextualized themes generated from global and local realities to pre-organized subject matter
d. From more flexible learning styles to a prescribed pedagogy

11. What educational approach/perspective recognizes the knowledge and experience of women, racial groups and ethnic groups as being just, as valid and relevant as the knowledge of dominant groups in mainstream academic discourse?
a. Transformative education
b. Multicultural education
c. Inclusive education
d. Global education

12. How does the notion of cultural relativity and variability affect the teaching-learning processes in school?
a. The students' varied cultural background will in now way affect the way they will learn the lessons in school.
b. The students can readily adjust to the way the teacher initiates learning in school because children are adaptable beings no matter what culture they come from.
c. The child's cultural background influences the children's way of interpreting and viewing the world; hence, teachers must consider the children's world view when teaching.
d. The teacher should be wary of differing cultural points of view and must make sure that students will see things the same way.

13. Which among the following is the focus of Civic Education?
a. Promote understanding of human rights, concepts and values to enable learners to comprehend and transform conditions which give rise to human rights violations.
b. Learning for effective participation in democratic and development processes at both local and national levels.
c. Foster a vision of education for sustainable development and care for the environment.
d. Empower people with the skills, attitudes and knowledge to build a peaceful world based on justice and human rights.

14. Which of the following initiatives would NOT help a school address diversity?

a. Using ability grouping
b. Using cooperative learning
c. Working with neighborhood groups
d. Using culturally-relevant teaching methods

15. If the teacher is emphasizing the development of the learner's competency to transform knowledge into innovations and job-creation, what pillar of education does s/he is actually promoting?
a. Learning to Know
b. Learning to Do
c. Learning to Live Together
d. Learning to Be

16.What pillar of education which emphasizes learning to be human, through acquisition of knowledge, skills and values conducive to personality development?
a. Learning to Know
b. Learning to Do
c. Learning to Live Together
d. Learning to Be

17. A class is composed of students coming from several ethnic communities including Muslims and lumads. They seem to have difficulty understanding each others' behavior and points of view. What should the teacher do?
a. Introduce multicuturalism in the class and provide activities for practice.
b. Threaten the students that if there are students who do not behave and tolerant of their classmates, s/he will be dropped from class.
c. Inform students that they will all be learning new ways of thinking and behaving in this class, so they might as well leave their cultural idiosyncrasies at home.
d. Assign bright students to monitor and control behavior of poor students.

18. Which of the following qualities should be developed by the pillar, Learning to Live Together?
a. Strong appreciation of the diversity of the human race
b. Readiness to take risks and resolve or manage conflicts
c. Scientific spirit and an inquiring mind
d. Complete fulfillment of humans, in all the richness of his/her personality

19. Which of the following statements about Gender is correct?
a. Gender is biologically determined.
b. Gender is socially and culturally-constructed.
c. Gender roles are the same in all societies.
d. Gender is an ascribed status in society.

20. UNICEF and UNESCO are two key UN agencies which are particularly active advocates of education for peace. Which of the following is not supported by UNESCO in promoting peace in the schools?
a. Uphold children's basic rights as outlined in the Convention on the Rights of the Child (CRC)
b. Develop a climate that models peaceful and respectful behavior among all members of the learning community
c. Demonstrate the principles of equality and non-discrimination in administrative policies
d. Enable the teachers to stress peace-making in social studies classroom only when necessary

21. One way to advance peace education is through partnerships of various non-governmental organizations, education institutions, United Nations specialized bodies which link ideals of peace with

research and practice. One such significant examples is the Hague Agenda for Peace and Justice for the 21st Century. What is the aim of the Agenda's Global Campaign for Peace Education?
a. Helps coordinate local initiatives and unite educators in the common practice of educating for a culture of peace.
b. Supports the UN Decade for a Culture of Peace and Non-violence for the Children of the World and to introduce peace and human rights education into all educational institutions.
c. Brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of total human development and care for the environment through learning.
d. Serves to enhance learning across subjects like conflict resolution initiatives.

22. The impact of conflict on children whether as victims of war or child soldiers has been brought to world attention through media, international organizations and eye witness accounts. What is the best thing to do to help children affected by conflict?

a. Employ education to regain parts of a lost children and to facilitate the experiences that support healthy social, emotional and intellectual growth and development
b. Provide employment opportunity for them as well as their parents to attain financial independence
c. Offer them to migrate in neighboring country as foreign refugees
d. Secure their safety by imposing strict curfew hours

23. The United Nations is committed to address climate through mitigation and adaptation. Which of the following is the best way of addressing the issue?
a. Deepen strategic and operational collaboration with international and regional organizations, including international financial institutions and regional development banks, and other stakeholders.
b. Developing a policy framework that identifies basic elements needed to prevent human rights violations.
c. Facilitate and execute agreements on reducing emissions from deforestation and forest degradation to protect forests and sustain the livelihoods of the people who depend on them.
d. Enhancing collaboration among humanitarian organizations, particularly from the global South, at the local, national and regional levels, to strengthen community resilience and emergency response, and establishing a monitoring system to assess progress on the implementation of preparedness measures.

24. Why are educational environments very crucial to peace education?
a. The social, cultural, economic and political contexts in which educators work shape the specific content and methods they choose for peace education.
b. The variety of different educational settings from rural to urban, school-based to community and within the formal curricula or non-formal popular education projects are relevant to peace education.
c. Many teachers infuse peace education into traditional academic subjects such as literature, math, science, history, language, civics and the arts.
d. All of the above

25. What is celebrated every December 10?
a. Mother Language day
b. Human Rights Day
c. Earth's Day
d. International Day of Tolerance

26. What kind of tension is referred to when people prefer to have quick answers and ready solution to many problems even if its calls for a patient, concerted, negotiated strategy of reform?
a. Tension between modernity and tradition
b. Tension between long term and short term considerations
c. Tension between spiritual and material
d. Tension between individual and universal

27. In what strands of the four pillars of education implies a shift from skill to competence, or a mix of higher-order skills specific to each individual?
a. Learning to Know
b. Learning to Do
c. Learning to Live Together
c. Learning to Be

28. Which of the following is NOT true about the Four Pilalrs of Learning?
a. The pillars of learning stress the goal of contributing to social cohesion, intercultural and international understanding, peaceful interchange, and harmony.
b. The Pillars of Learning imply a shift from schooling to learning throughout life by "learning how to learn"
c. The pillars of learning stress the importance of closer linkage between education and the world of work.
d. The Pillars of Learning adheres to the instrumental and purely academic view of education that focuses on the achievement of specific aims of education such as economic productivity.

29. What pillar of education of J. Delors (UNESCO) focuses on voc-tech relevant to people-centered human development?
a. Learning to Know
b. Learning to Do
c. Learning to Live Together
d. Learning to Be

30. The rapid traversing of ideas, attitudes and values across national borders that generally leads to an interconnectedness and interaction between peoples of diverse cultures and ways of life. What is being referred to?
a. Cultural Globalization
b. Fundamentalism
c. Multiculturalism
d. Clash of civilization

31. What United Nation Decade are we celebrating for 2005-2014?
a. Educating for Culture of Peace
b. Educating for International Understanding
c. Educating for Sustainable Development
d. Promoting the Rights of the Elderly

32. With the growing competition brought about by globalization, what is preferred by most employers in hiring their employees?
a. Flexible
b. Selective
c. Quick
d. None of the above

33. Which of the following characteristics does NOT describe contextualized learning as a major paradigm shift in education?
a. From limited access to time-bound and space limited education, to borderless education, lifelong learning for all in a learning society.
b. From traditional pedagogies to more modern strategies of teaching and learning.

c. From knowledge limited to the local scene to the globalized knowledge, values, attitudes, and skills interfaced with local wisdom.
d. Pre-organized subject matter to localized themes generated from the global realities and the cultural relevant, meaningful and useful to learner.

34. What current current trend in education focuses on the study of the basic concepts, beliefs and values underlying our democratic political community and constitutional order?
a. Civic education
b. Development education
c. Peace education
c. Multicultural education

35. Which of the following is the first target of the Millennium Development Goals (MDG's) formulated by member states of the UN in September 2000?
a. Reduce child mortality
b. Eradicate extreme poverty and hunger
c. Reduce death due to HIV/AIDS and malaria
d. Achieve universal access to primary education

36. Which among the following statements about Human Rights Education (HRE) is correct?
a. HRE is more of the responsibilities of the state to implement human rights law rather than the protection of the rights holders
b. HRE should focus more on rights based on "law in books", rather than "law in real-life".
c. HRE needs to focus on the values, principles, and standards and human rights and how they can be translated into day-to-day actions
d. Human Rights Standards vary from society to society and HRE therefore should also vary in terms of approaches and methods

37. What is the implication and globalization to the practice and experience of education?
a. Increase of state and government support and subsidy for education
b. Commodification and the corporate takeover of education
c. Greater autonomy of national educational systems
d. Delocalization of technologies and orientations in education

38. Which of the following skills corresponds to the Fourth Pillar of Learning, "Learning to live together"?
a. Empathy and cooperative social behavior
b. Personal commitment and sense of responsibility
c. Adaptability to change in the world of work
d. Reasoning and problem solving skills

39. Which of the following is NOT a characteristic of Multicultural education?
a. Personality empowering
b. Socially transformative
c. Pedagogically humanistic
d. Culturally discriminating

40. What is the character of education that manifests democratization of access and inclusivity?
a. Relevance
b. Sustainability
c. Quality
d. Equity

41. What is the kind of education that emphasizes human-earth relationships and fosters a vision of education for sustainable development to build a global culture of ecological responsibility?
a. Human Rights Education
b. Development Education
c. Environmental Education
d. Global Education

42. Which of the following is NOT a benefit of multicultural education?
a. Multicultural education increases positive relationships through achievement of common goals, respect, appreciation and commitment to equality among the teachers and students.
b. Multicultural education decreases stereotyping and prejudice through direct contact and interaction among diverse individuals.
c. Multicultural education promotes independence of various ethnic groups in development and supports fragmented view of the world.
d. Multicultural education renews vitality of society through the richness of the different cultures of its members and fosters development.

43. Which of the following is NOT one of the benefits of social media?
a. Mass media decreases prejudice and discrimination.
b. Mass media enriches the educational programs.
c. Mass media increases student's exposure to diversity.
d. Mass media helps provoke discussion of current issues.

44. Which among the following rights manifests rule of law and good governance?
a. Right to education
b. Right to environment protection
c. Right of participation
d. Right to work

45. Which among the following is NOT a core principle of human rights?
a. Human dignity
b. Non-discrimination
c. Universality
d. Independency

46. How are human rights principles reflected in the activities of national and local governments?
a. Legislating laws to include rights education in all levels of schooling
b. Organizing local exhibit or event to highlight the children's talents and local products
c. Asking the community leaders to volunteer in the construction of a barangay hall
d. Lobbying to the UN High Commission for Human Rights to allocate higher budget for Philippines' Commission on Human Rights.

47. Which of the following could be a reason to justify peace education as a series of "teaching encounters" or teaching-learning process?
a. Desire for peace
b. Nonviolent alternatives for managing conflict
c. Skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality
d. All of the above

48. Which of the following is accurate in regard to working with parents in diverse classrooms?

a. The parent's culture is important, but should not influence their children's education.
b. Teachers should demonstrate their "expertise" to parents to show they know best.
c. Teachers should strive to use a variety of ways to keep parents informed, including parents who cannot speak English or Filipino.l
d. The importance of the family's influence on children's education has diminished over the past few years.

49. Which of the following is NOT a guiding statement of peace education?
a. Peace education teaches students what to think rather than how to think.
b. Peace education employs holistic and participatory approach.
c. Peace education aims not to reproduce but transform.
d. Peace builds bridges of support among key participants.

50. Which is considered a political impact of globalization?
a. Changing role of education in terms of preparing students for the world of work
b. The threat to the autonomy of national educational systems by globalization.
c. Reforms in education as lifelong education
d. Branding, globalization and learning to be consumers

Answer Keys

1. D
2. B
3. B
4. B
5. D
6. A
7. A
8. C
9. D
10. A
11. C
12. D
13. B
14. A
15. B
16. D
17. A
18. A
19. B
20. D
21. B
22. A
23. C
24. D
25. B
26. B
27. B
28. D
29. B
30. A
31. C
32. A
33. A
34. A
35. B
36. C
37. B
38. A
39. D
40. D
41. C
42. C
43. A
44. D
45. C
46. A
47. D
48. C
49. A
50. B