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Code No. : 22661 M

VASAVI COLLEGE OF ENGINEERING (AUTONOMOUS), HYDERABAD

Accredited by NAAC with A++ Grade

M.E./M.Tech II-Semester Makeup Examinations, September-2023

Audit Course-II : Pedagogy Studies

(Common to all branches)

Time: 3 hours

Max. Marks: 60

Note: Answer all questions from Part-A and any FIVE from Part-B

Part-A (10 × 2 = 20 Marks)

Q. No.	Stem of the question	M	L	CO	PO
1.	Effective teaching involves the thoughtful consideration and integration of three essential elements. What are these three elements, and why are they crucial for successful teaching?	2	2	1	10,12
2.	"Which of the following assumptions about adult learning are consistent with the principles of andragogy? Choose all that apply: (1) Adults are more motivated to learn when they understand the relevance of the subject matter. (2) Adults learn effectively through hands-on, experiential activities. (3) Adults approach learning with a problem-solving orientation. (4) Adults are primarily interested in topics that have immediate practical value. (5) Adults are likely to skip classes that do not pique their interest. (6) None of the above." Please choose the appropriate options that align with the principles of andragogy.	2	2	1	10,12
3.	Question: When using the Six Thinking Hats method in course design, which hat encourages learners to focus on analyzing potential drawbacks and challenges of a proposed course structure?  A) The Red Hat B) The White Hat C) The Black Hat D) The Yellow Hat	2	1	2	10,12
4.	"Why are formative assessments(quizzes, discussions, classroom observation) considered a crucial component of the learning process, and what role do they play in enhancing students' educational experiences?"	2	2	2	10,12
5.	"What are the fundamental assumptions underlying the andragogy model, and how do these assumptions impact the design of educational programs for adult learners?"	2	2	3	10,12
6.	"Create a measurable learning goal and corresponding objective for a course in Pedagogy studies."  Course Goal: [Your Measurable Learning Goal Here]  Course Objective: [Your Specific Objective That Supports the Goal]"	2	3	3	10,12
7.	"Consider a classroom scenario where a teacher is facing discipline issues with a group of high school students. The teacher has tried various approaches but has not achieved the desired classroom management outcomes. Analyze the situation and recommend which of the Four Styles of Classroom Management (Authoritarian,	2	2	4	10,12

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	Permissive, Authoritative, Neglectful) might be most effective in addressing the discipline issues. Justify your choice with specific reasons."												
8.	"The Collaborative Learning model encourages students to work together in groups to solve problems and achieve learning objectives. What are some potential benefits of this model, and how does it address the drawbacks associated with the Authority Model?"	2	2	4	10,12								
9.	What was the most important aspect of this course? Mention any two?	2	3	5	10,12								
10.	Imagine a scenario in which an organization is implementing an employee training program. The content for this program needs to be developed. Discuss the importance of ensuring that the content is both useful and relevant to the employees' roles and responsibilities. Provide specific examples of how content that lacks usefulness or relevance could negatively impact the effectiveness of the training program.	2	3	5	10,12								
<b>Part-B (5 × 8 = 40 Marks)</b>													
11. a)	Imagine you are making a fun class about animals for kids. How can you make sure the kids have fun, learn about animals, and tell you what they like or don't like about the class? Give some ideas to make your animal class exciting for kids.	4	2	4	10,12								
b)	Imagine you're designing an online course on cooking basics. Discuss one potential course design mistake you should avoid to ensure that the course effectively teaches students how to cook. Explain why this mistake could be detrimental to the course's success and suggest an alternative approach to address the issue.	4	3	5	10,12								
12. a)	Fill in the relevant data.  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Andragogy</td> <td style="width: 50%;">Pedagogy</td> </tr> <tr> <td>Definition:</td> <td>Definition:</td> </tr> <tr> <td>Focus:</td> <td>Focus:</td> </tr> <tr> <td>Authority:</td> <td>Authority:</td> </tr> </table> <ol style="list-style-type: none"> <li>1. The methods and practices used in teaching adults.</li> <li>2. The methods and practices used in teaching, especially of children.</li> <li>3. On independent, self-directed, and/or cooperative learning among adults.</li> <li>4. On a teacher's methods of transferring knowledge to a student, who is dependent on the teacher's methods and understanding</li> <li>5. Adults have control over much of their learning experience and must be motivated to learn. Can often seek out new or different learning experiences, at will.</li> <li>6. Teacher controls the learning experience for children, and much of what is taught is based on a rigid curriculum.</li> </ol>	Andragogy	Pedagogy	Definition:	Definition:	Focus:	Focus:	Authority:	Authority:	4	2	2	10,12
Andragogy	Pedagogy												
Definition:	Definition:												
Focus:	Focus:												
Authority:	Authority:												
b)	"What are the three primary learning styles or types of learners, and how can educators adapt their teaching methods to cater to each of these learning styles effectively? Provide examples to illustrate your points."	4	2	2	10,12								

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13. a)	<p>In the context of adult education, how can a curriculum be modified to better align with the diverse life experiences, motivations, and learning preferences of adult learners? Provide specific examples of curriculum adjustments that could enhance the adult learning experience.</p>	4	3	3	10,12
b)	<p>Here's an example of using a metaphor to explain a complex concept to elementary school students:</p> <p>Concept: Photosynthesis (the process by which plants convert sunlight into energy)</p> <p>Metaphor: "Think of a plant like a little kitchen. The plant's leaves are like the chef's apron, and they have tiny, little ovens inside them. But instead of using fire, they use the sun as their oven. So, when the sun shines on the leaves, the chef (the plant) takes in sunlight, and with the help of water (like its special ingredients) and carbon dioxide (like the air we breathe out), it bakes delicious energy cakes for itself. These energy cakes are what help the plant grow big and strong. So, just like a chef in the kitchen, plants use sunlight to cook up their own food!"</p> <p>In this metaphor, the complex process of photosynthesis is compared to a familiar concept (cooking in a kitchen), making it easier for young students to understand and remember.</p> <p>"Imagine you are a teacher and you're explaining a complex scientific concept to a group of elementary school students. How would you use a funny anecdote or metaphor to make the concept more relatable and memorable for the kids? Share your creative idea!"</p>	4	4	3	10,12
14. a)	<p>Create a lesson plan for a topic of your choice using the template given:</p> <p>Lesson Plan Template</p> <p>Subject/Topic: [Enter the subject or topic of the lesson]</p> <p>Grade Level: [Specify the grade or age group of the students]</p> <p>Lesson Duration: [Indicate the approximate duration of the lesson]</p> <p>Learning Objectives: [Clearly state the specific learning objectives or outcomes for the lesson. What should students be able to know or do by the end of the lesson?]</p> <p>Materials/Resources: [List all the materials, resources, and technology needed for the lesson, including textbooks, handouts, multimedia, etc.]</p>	4	5	4	10,12

	<p><b>Introduction:</b> [Describe how you will begin the lesson to engage students' interest and provide context for the topic.]</p> <p><b>Instructional Methods/Strategies:</b> [Outline the teaching strategies and methods you will use during the lesson, such as lecture, group work, discussion, hands-on activities, etc.]</p> <p><b>Content:</b> [Present the main content of the lesson, breaking it down into key points or topics.]</p> <p><b>Guided Practice:</b> [Explain how you will facilitate guided practice or activities to reinforce the content and ensure students' understanding.]</p> <p><b>Independent Practice:</b> [Describe tasks, assignments, or activities students will complete independently to apply what they've learned.]</p> <p><b>Assessment/Evaluation:</b> [Explain how you will assess students' understanding and achievement of the learning objectives. Include both formative and summative assessment methods.]</p> <p><b>Closure:</b> [Summarize the main points of the lesson and connect them back to the learning objectives.]</p> <p><b>Homework/Assignments:</b> [List any homework or assignments students need to complete before the next lesson.]</p> <p><b>Differentiation:</b> [Describe any accommodations or modifications for diverse learners, including those with special needs or English language learners.]</p> <p><b>Reflection:</b> [Reflect on how the lesson went, what worked well, and what could be improved for future lessons.]</p> <p><b>Additional Notes:</b> [Include any additional notes or considerations for the lesson.]</p>				
b)	As with any technology, the way PowerPoint is used will determine its pedagogical effectiveness. By strategically using the points taught in the course, PowerPoint can be used to enhance instruction and engage students. Explain your learning from the session "Teaching with PowerPoint -Design Elements". Draw one sample slide.	4	3	4	10,12

15. a)	"Reflecting on your experience in the Pedagogy course, please provide constructive feedback on the course content, teaching methods, and the facilitator's effectiveness. What aspects of the course were particularly beneficial, and where do you believe improvements could be made to enhance the learning experience?"	5	5	5	10,12
b)	"What strategies or considerations should educators keep in mind when determining the appropriate depth and complexity of content for adult learners, taking into account their diverse backgrounds and prior experiences?"	3	2	5	10,12
16. a)	<p>Question 1: A successful lesson plan addresses and integrates three key components. Which are the three? A) Learning Objectives B) Learning activities C) Assessment to check for student understanding D) Attendance E) Feedback (Select the correct options.)</p> <p>Question 2: If students construct a model to show how something works, they are: A) Evaluating B) Applying C) Synthesizing D) Don't Know (Choose the correct option.)</p> <p>Question 3: First, the students will make a prediction of what will happen in the story. Then the students must make a list of the main events in the story. Lastly, I will write a review of the story. What skills are being used? A) Application, Synthesis, and Evaluation B) Comprehension, Knowledge, and Analysis C) Comprehension, Knowledge, and Synthesis D) Evaluation, Knowledge, and Synthesis (Select the appropriate set of skills.)</p> <p>Question 4: At the knowledge level, students will: A) Argue the point B) Recall information C) Categorize topics D) Calculate distances (Choose the correct option.)</p>	4	2	1	10,12
b)	"Imagine you are tasked with designing a class curriculum for a diverse group of adult learners. Each learner has unique backgrounds, learning preferences, and goals. Apply the Six Thinking Hats method to analyze how you would approach the	4	3	2	10,12

	class design. Describe which hat (e.g., white, red, yellow, etc.) you would wear at each stage of the design process, and explain the thoughts and considerations associated with each hat in ensuring an effective and inclusive learning experience for all participants."				
17.	Answer any two of the following:				
a)	"Murphy's Law suggests that 'anything that can go wrong will go wrong.' As an educator working with adult learners, how do you proactively plan and adapt your teaching strategies to minimize disruptions, engage your students effectively, and ensure a smooth learning experience? Share specific strategies or experiences that demonstrate your approach to beating Murphy's Law in the classroom."	4	2	3	10,12
b)	"How can educators apply the principle 'The best way to learn is to do; the worst way to teach is to talk' in their teaching methods? Provide specific examples of active learning strategies and classroom practices that align with this concept, emphasizing the importance of hands-on experiences and learner engagement in the learning process."	4	2	4	10,12
c)	"What are the most effective teaching style tips you would offer to a new educator who is just starting their teaching career? Share practical advice, strategies, or insights that can help them connect with students, foster a positive learning environment, and enhance their overall effectiveness in the classroom."	4	4	5	10,12

M : Marks; L: Bloom's Taxonomy Level; CO; Course Outcome; PO: Programme Outcome

i)	Blooms Taxonomy Level – 1	30%
ii)	Blooms Taxonomy Level – 2	30%
iii)	Blooms Taxonomy Level – 3 & 4	40%

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