

Key Terms For ~~FE~~ Final Examination

SEMESTER I

Chapter 1

Education: is the process by which people acquire knowledge, skills, habits, values, or attitudes/ the total process of human learning by which knowledge is imparted, faculties trained, and skills developed.

Formal education: is the highly institutionalized, chronologically graded, and hierarchically structured education system, spanning from the lower primary school to the upper reaches of university.

Non-formal education: is any organized learning activity outside the structure of the formal education system that is consciously aimed at meeting specific needs of particular groups of children, youth, or adults in community.

Informal education/ experiential learning: is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment – at home, at work, and at play.

Lifelong learning: is a kind of learning which takes place not simply at schools and colleges but throughout the whole life in many different locations and times.

Self-directed/participatory education: is a kind of education in which learning activities and teaching-learning materials are chosen and created for one learning group alone with considerable involvement of the learner group in the design of both curriculum and learning materials.

Formal group: is a group which does not change as new members join in such as army.

Educational goals: are the ends that society sets for the education system it operates.

Educational aims: are the targets used in schooling practice because they indicate the precise direction that educators must follow in all or part of the educational system.

Educational objectives: are the intended outcomes of the process of education and are expressed in terms of what individuals will be able to do as a result of teaching.

Cognitive areas: aims at increasing a person's knowledge and intellectual skills through thinking and reasoning effectively.

Affective areas (character education/citizen training): deals with feelings, values, and appreciations and develops moral and spiritual values and healthy attitudes and emotions.

Psychomotor area (locomotor area): includes the development of a person's muscular or mechanical skills through the course such as handwriting, speech, and physical education, and vocational and technical courses.

General education: is a kind of education aiming at producing intelligent, responsible, and well-informed citizens who take an active interest in the world around them.

Advanced general education (liberal education): is a kind of education which aims at broad mental development by teaching students to investigate all sides of a question and all possible solutions to a problem before reaching a conclusion or planning a course of action (to judge ideas and events intelligently).

Liberal arts: are the branch of learning that aids in mental development such as humanities, mathematics, and the biological, physical, and social sciences.

Vocational education: is a kind of education which aims at preparing individuals for a job.

Special education: is a kind of education which provides opportunities for people with disability or special talents.

Adult education: is a kind of continuing education programs to continue the adult's formal education or develop their particular skill or hobby.

Chapter 4

Anticipatory socialization: the process of starting to adjust one's belief, norms, and values in anticipation of new socialization one is about to undergo.

Occupational socialization: the process of aligning the norms, values, and beliefs of a new worker with those of organization or occupation in which he or she is employed.

Desocialization: the process of shedding (to get rid of something that is no longer wanted) one's self-image and values, usually followed by resocialization to different set of values and view of the self.

Resocialization: the internalization of a new set of norms and values that are very different from those held in the past.

Socialization: the process by which new members of society are instilled with the fundamental elements of their culture.

Sociobiologists: scientists who hold that humans have certain genetically evolved behavioral traits that provide a survival advantage and so have tended to endure.

Temperament: the behavioral predisposition with which a child is born.

Ego: is Sigmund Freud's term for practical, reality-oriented part of the human psyche, which finds socially acceptable ways of satisfying biologically based pleasure-seeking drives.

Id: is Sigmund Freud's term for the reservoir of innate biological drives aimed at obtaining physical pleasure.

Superego: is Sigmund Freud's term for conscience, the part of human psyche that internalizes society's views of right and wrong.

Looking-glass self: Charles Horton Cooley's term to explain how others influence the way we see ourselves. We gain an image of ourselves by imagining what other people think of us.

Mortification: Erving Goffman's term for the process of desocialization that occurs in total institutions.

Significant others: people who are emotionally important in someone's life.

Significant symbols: George Herbert Mead's term for gestures and words acquired in early childhood that elicit desired responses from others and make social interaction possible.

Generalized other: the internalized general impression of what society as a whole expects of us.

Reference Group: the first group whose norms and values we adopt as our own and refer to in evaluating behavior

Total institution: a place in which people are cut off from the rest of the society and where they come under almost total control of the officials who run the place such as boot camp, prisons...

Degradation ceremony: an attempt to remake the self by stripping away the individual's current identity and stamping a new one in its place

Personal identity kit: items to express individuality such as jewelry, hairstyles, clothing, and other body decorations.

Gender socialization: the ways in which society sets children onto different courses in life because they are male or female.

Gender role: the behaviors and attitudes considered appropriate because one is a female or male.

the "I": is the self as subject or initiator of thoughts and actions

the "Me": the self as object, the part that the I and others observe, respond to and assess.

Chapter 6

Internalization: is the developmental change of behavior from externally controlled to behavior that is controlled by internal self-generated principles and standards

Cephalocaudle development: is the development that proceeds from head downwards.

Proximodistal development: Development proceeds from the center of the body outward..

Attachment: is the close emotional bond between an infant and a caregiver

Maturation: is the sequential characteristics of biological growth and development.

Sensorimotor stage: is Piaget's first stage of cognitive development and it lasts from birth to about 2 years. In this stage, infants construct an understanding of the world by coordinating sensory experiences (such as seeing or hearing) with physical (motor) actions.

Preoperational stage: is Piaget's second stage of cognitive development. Lasting from 2 to 7 years of age, it is more symbolic than sensorimotor thought, does not involve operational thought, is egocentric, and intuitive rather than logical.

Concrete operational stage: is Piaget's third stage of cognitive development, which occurs from 7 to 11 years of age. Concrete operational thought involves using operations, and logical reasoning replaces intuitive reasoning, but only in concrete situations. It is characterized by a lack of abstract thinking, but classification skills are present.

Formal operational thought: is Piaget's fourth and final stage of cognitive development, which occurs from 11 to 15 years of age and continues through the adult years. It is more abstract, idealistic, and logical concrete operational thought.

Schema: is a concept or framework that already exists in a person's mind which organizes and interprets information.

Assimilation: occurs when adults incorporate new information into existing knowledge.

Accommodation: occurs when individuals adjust to new information.

Object permanence: is Piaget's term for one of the most important accomplishment: understanding that objects and events continue to exist even when they cannot directly be seen, heard, or touched.

Activity theory: states that the more active and involved older people are, the more satisfied they are and the more likely it is that they will stay healthy.

Biological processes: involve changes in an individual's physical nature.

Care perspective: a theory of moral development that sees people in terms of their connectedness with others and focuses on interpersonal communication, relationships with others, and concern for others.

Cognitive processes: involve change in an individual's thought, intelligence, and language.

Cohort: group of individuals born in the same year or time period.

Conception: occurs when a single sperm cell from the male penetrates the female's ovum (egg).

Development: a pattern of movement or change that begins at conception and continues throughout the life span.

Egocentrism: the inability to distinguish between one's own perspective and someone else's perspective.

Hypothetical-deductive reasoning: Piaget's name for adolescents' ability to develop hypotheses, or best hunches, about ways to solve problems.

Imprinting: the tendency of an infant animal to form an attachment to the first moving object it sees and/or hears.

Justice perspective: a theory of moral development that focuses on the rights of the individual; individuals stand alone and independently make moral decisions.

Menarche: the first time that a girl or young woman menstruates.

Neuron: a brain cell.

Novice phase: the fertilization of an egg by a sperm at the beginning of pregnancy.

Operation: mental representation that is reversible.

Organism: a living thing.

Puberty: a period of rapid skeletal and sexual maturation that occurs mainly in early adolescence.

Readiness: being mature enough to a certain point before progressing to new points or skills.

Sensorimotor: involve the ability to organize and coordinate sensations with physical movement.

Socioemotional processes: involve change in an individual's relationship with other people, changes in emotions, and changes in personality.

Temperament: an individual's behavioral style and characteristics way of responding.

Easy child: who generally is in a positive mood, quickly establishes regular routines in infancy, and easily adapt to new experiences.

Difficult child: who tends to react negatively and cry frequently, engage in irregular daily routines, and is slow to accept new experiences.

Slow-to-warm-up child: who has a low activity level, is somewhat negative, shows low adaptability, and displays a low intensity of mood.

Testosterone: is a hormone associated in boys with the development of genitals, an increase in height, and a change in voice.

Estradiol: is a hormone associated in girls with breast, uterine, and skeletal development.

The storm-and-stress view: the concept that adolescence is a turbulent charged with conflict and mood swings.

Social clock: the timetable according to which individuals are expected to accomplish life's task.

Wisdom: involves expert knowledge about the practical aspects of life.

Reversibility: the ability to think one's way through a series of mental steps and then to retrace those steps mentally, returning to the starting point.

Psychosocial: the term relationship between an individual's emotional condition and the interpersonal environment.

Psychosexual: the working of the mind as concerned with the emotional aspects of sexual instinct.

Chapter 7

Elementary processes: refers to processes that are automatic, immediate, and usually necessary for survival.

Higher mental functions: refers to functions which are purposeful; we exercise our own will.

Actual development: refers to the level at which an individual can function independently.

Potential development: refers to the level at which the person can perform when working with a teacher or a group of students.

Zone of proximal development: refers to the distance between the actual development as determined by independent problem solving and the potential development as determined by problem solving under adult guidance or in collaboration with more capable peers.

Self-talk/inner speech/private speech: refer to when children talk to themselves.

Scaffolding: refers to the support and guidance adults give as a child attempts to solve problems beyond his or her current knowledge.

Enactive stage (Piaget's sensorimotor stage): is a stage which infants acquire knowledge by actively engaging in activities. They need lots of opportunities to engage in 'hands-on' (involving physical touching of something) activities with a variety of objects to learn effectively.

Iconic stage (Piaget's preoperational stage): is a stage which children learn through visual stimuli. They rely on visual representation to aid their thinking.

Symbolic stage: is a stage which children can understand symbols, including words and mathematical and scientific notations.

Discovery learning: refers to a learning students learn through discovery; that is, when they have the 'aha' experience of suddenly understanding something.

Guided discovery: refers to way teachers create situations that help students induce ideas and uncover relationships.

Spiral curriculum: refers to the curriculum that allows learners to return periodically to a previously covered topic to study it within the context of information they have learned in the meantime.

Active learning: refers to the concept that students learn best by doing.

Advance organizer: refers to the introductory statements or events that help prepare students for new learning and demonstrate a relationship between what they will learn and a broader concept or idea.

Meaningful verbal learning: refers to the use of active interaction between the teachers and students.

Expository teaching: refers to when teachers present material in an explicit and fully organized manner, thus allowing students to receive a well-ordered set of ideas in an efficient way.

Constructivism: refers to the concept that learners construct their own knowledge.

Educational psychology: application of scientific method to the study of the behavior of people in instructional settings.

Mastery learning: refers to learning which is based on the belief that most students can achieve high grades if certain procedures are followed.

Participation structure: the rules defining who can talk, what they can talk about, and when, to whom, and how long they can talk. In other words, it is rules defining how to participate in different activities.

Self-management: management of your own behavior and acceptance of responsibility for your own actions

Responsibility: the ability to fulfill their own needs without interfering with the rights and needs of others.

Classroom management: techniques used to maintain a healthy learning environment, relatively free of behavior problems.

Allocated time: time set aside for learning

Engaged time/ time on task: time spent actively learning

Academic learning time: time when students are actually succeeding at the learning task.

Procedures: describe how activities are accomplished in classrooms, but they are seldom written down; ways of getting things done; prescribed steps for an activity.

Rules: specify expected and forbidden actions in the class, and they are often written down and posted; dos and don'ts in classroom life.

Action zone: area of a classroom where the greatest amount of interaction takes place.

Withitness: according to Kounin, awareness of everything happening in a classroom.

Timing errors: waiting too long before intervening

Target errors: blaming the wrong student and letting the real perpetrators escape responsibility for their behavior

Overlapping: supervising several activities at once.

Group focus: the ability to keep as many students as possible involved in activities.

Movement management: keeping the lesson and the group moving at an appropriate pace, with smooth transitions and variety.

Name-dropping: inserting the student's name into the lecture.

Paraphrase rule: policy whereby listeners must accurately summarize what a speaker has said before being allowed to respond

Empathetic listening: hearing the intent and emotions behind what another says and reflecting them back by paraphrasing

"I" message: clear, non-accusatory statement of how something is affecting you.

Assertive discipline: clear, firm, unhostile response style.

Culturally relevant management: taking cultural meanings and styles into account when developing management plans and responding to students

Warm demanders: effective teachers with African American students who show both high expectations and great caring for students

SEMESTER II

Social theory: an attempt to explain social phenomena and to answer the questions how and why something happens.

Education: an intellectual and spiritual process. In a general sense, the formal and informal processes of teaching and learning used to develop a person's knowledge, skills, attitudes, understanding, etc., in a certain area or domain.

Schooling: the totality of experience that occurs within the institution called school, not all of which are educational. Schooling includes: all the activities which take place with the curriculum of a school (courses and program), extracurricular and hidden curriculum.

Training: the process used to teach specific practical skills or a set of experience provided to some organisms (human or not) in an attempt to render its responses predictable according to the goals of the trainer.

Political Economy: the social, cultural, economic, political, and demographic arrangement in society. Schools are one of the institutions which make up the political economy.

Ideology: an interpretive “lens” that a society looks through in order to organize its experiences.

Conventional Literacy: the ability to read and write a simple message in any language.

Functional Literacy: a concept of literacy that emphasizes the level of ability to read and write necessary to function well in a particular society.

Cultural Literacy: a concept of literacy that emphasizes the ability to make sense of what is read through familiarity with a wide range of cultural references and allusions.

Critical Literacy: a concept of literacy that emphasizes the ability to understand and act reflectively against the social relations of oppression.

Gatekeeper: As gatekeepers, teachers must determine who will talk, when, and for how long, as well as the basic direction of the communication.

Tracking: the selection process in which students are continually evaluated by teachers and administrators.

Ability grouping: the way of grouping students according to their ability through testing.

Allocated time: the time a teacher schedules for a subject – for example 30 minute a day for math.

Engaged time: part of allocated time in which students are actively involved with academic subject matter (intently listening to a lecture, participating in a class discussion, writing an essay, solving math problems).

Academic learning time: engaged time with a high success rate of student’s learning time.

Group Alerting: By asking questions first and then naming the students to respond.

Withitness: according to Kounin, awareness of everything happening in a classroom.

Overlapping: the ability to do several things at once – reprimanding the students passing notes and help another child with a math problem without interrupting the flow of the lesson.

Fragmentation: teachers manage the transition from one lesson to the next smoothly and effectively, avoiding a bumpy transition.

Gender wall: block boys and girls from interacting to racial integration.

Delusion of uniqueness: a sense that no one knows how I feel, no one else faces these problems, no one cares about me.

Norm-referenced tests – compare individual students with others

Objective-referenced tests – whether a student has mastered a designed body of knowledge

Teacher-made tests also objective-referenced – more frequently than assessments administered by the district or state – at least every two weeks.

Recordkeeping – students keep track of course objectives and their progress toward meeting

those objectives.

Wait Time: the time that the teacher waits for (wait time1) and reacts to (wait time 2) student's response.

Direct Teaching: emphasizes the importance of a structural lesson in which presentation of new information is followed by student practice and teacher feedback.

Cooperative Learning: an approach to teaching and learning in which classrooms are organized so that students work together in small co-operative teams.

Mastery Learning: an individualize and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success. Mastery learning is based on the idea that all students can master a subject given sufficient time.

Outcome-Based Education (OBE): a variation of mastery learning, an approach to education and curriculum development which involves: describing the learning outcomes that students should know at the end of a course of instruction, devising a curriculum to help them achieve the outcomes, and using the outcomes achieved as a measure of effectiveness.

Project-Based Instruction (PBI): a real-life problem is raised as a topic in the class for students to solve, so that they could relate their learning to their societal life.

Deep Teaching: Limit the amount of content they introduce but develop it sufficiently for Ss to gain in-depth understanding.

Reflective Teaching: an approach to teaching and to teacher education which is based on the assumption that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences.