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**FACULTY OF EDUCATION  
DEPARTMENT OF ARTS AND SOCIAL  
SCIENCES EDUCATION**

**2018/2019 HARMATTAN SEMESTER  
UNDERGRADUATE EXAMINATION**

**Name of Examination:** B. ED/B.A. /B.Sc.  
(Ed) DEGREE EXAMINATIONS

**Course Title:** Issues and Problems of Curriculum Development

**Course Code:** ASS 401

**Units Attached:** 02

**Time Allowed:** 1hr 10minutes

**Instruction:** There are two sections. The first section provides you with multiple choices. Answer each question by picking the correct answer from the options provided and fill the objective sheet appropriately. Please ensure you read each statement/question carefully before selecting the best option, lettered "a" to "d", that correctly answers the question asked. You will find that the question is programmed to allow you submit both the question and response sheet. Do exactly that. Section two is a short essay test. Follow the instruction appropriately.

1. A theory of education, like a scientific theory, must have all the following attributes EXCEPT being:

- A. descriptive
- B. uncommon
- C. explanatory
- D. predictive

2. In *The Republic*, Plato's dialogue contains an excellent example of an

- A. Institutional questioning
- B. Educational agenda
- C. Institutional debate
- D. Educational theory

3. "For all children, the educational process must be one of collecting factual knowledge to the limit of their absorptive capacity. ... The poorer a child's natural endowments the more does he need to have the mind trained" (Rickover, 1958:6). This statement best illustrates the perspective of a school of curriculum theory called: Encyclopaedism

A.

- B. Essentialism
- C. Polytechnicalism
- D. Pragmatism

4. Comenius proposed that children should learn to read and write grammatically in their mother tongue in order to

- A. learn about other people's cultures
- B. learn about things around them
- C. learn about sociology of education
- D. learn about what teachers do

5. "In contrast to Plato's theory, the encyclopaedism is of the view that all men are capable of reason and the acquisition of moral ideas". This means that people should

- A. be divided into the ruler and the ruled
- B. not be forced into the military when not willing
- C. be taught to be reasonable
- D. not be divided into the ruler and the ruled

6. The child-centred theory gets its theoretical support from the work of

- A. Pragmatists
- B. Essentialists
- C. Encyclopaedists
- D. Polytechnicalists

7. ----- is generally regarded as the father of pragmatism.

- A. Karl Marx
- B. Socrates
- C. Plato
- D. John Dewey

8. By reflecting on curriculum and teaching, the teacher is adopting a ----- approach to the curriculum process.

- A: rational
- B: indigenous
- C: welfare
- D: problematic

9. In any consideration of design in curriculum one must start from the classic model which is based on -----

- A: practice
- B: observation
- C: direction
- D: objectives

10. The goals towards which the curriculum is directed can be realised through

- A: systematic aims

- B. systematic objectives
- C. pragmatic aims
- D. behavioural objectives

11. The most fundamental criticism against using the objective approach to curriculum planning is that it attempts to reduce education to a

- A. scientific activity
- B. programme of action
- C. problematic activity
- D. systematic activism

12. The process or input model is often associated with the work of

- A. Tyler
- B. Stenhouse
- C. Bobbitt
- D. Dewey

13. The three essential sources which might act as a focus for organising the secondary school curriculum are

- A. the society, the government and the ideology
- B. the society, the parents and the experts
- C. the society, the learners and accumulated knowledge
- D. the body of knowledge, the experts and society where it is to be implemented

14. A British curriculum theorist who distinguishes seven cognitive structures each of which involves the making of distinctive form of reasoned judgment is called.....

- A. Paul Hirst
- B. Paul Phenix
- C. Paul Harmington
- D. Paul Brown

15. In selecting the content of a curriculum, the two keys which must be kept in focus are

- A. breadth and balance
- B. breadth and thinking
- C. thinking and balance
- D. variation and breadth

16. Acquisition of learning materials that are not directly taught by the physical teacher can be facilitated through a process called

- A. delegated instruction
- B. vicarious experience
- C. vicarious liabilities
- D. dedicated experience

17. By encouraging and pursuing enquiry, we can achieve the ----- in all the classroom activities.

- A. impact factor
- B. learning factor
- C. objective factor
- D. integrating factor

18. Linking topics in economics with a related topic in geography for an SS I class is a good example of:

- A. horizontal integration
- B. vertical integration
- C. unaligned integration
- D. aligned integration

19. When a secondary school government teacher uses more and deeper illustrations to teach SSII students the same topic taught previous year in SSI, he/she is practising

- A. unaligned integration
- B. aligned integration
- C. vertical integration
- D. horizontal integration

20. The main purpose of integration at the classroom level is

- A. to make the teacher direct students' learning
- B. to make students direct their own learning
- C. to make curriculum goal achievable
- D. to fulfil government's policy

21. A teacher that regards his/her students as 'empty vessels' to be filled with knowledge is operating from the ----- theory of teaching.

- A. transfer
- B. shaping
- C. travelling
- D. cultivating

22. Enforcing the laboratory procedures rigidly without allowing questions or initiatives on the part of the students is a way to demonstrate ----- theory of teaching.

- A. transfer
- B. shaping
- C. travelling
- D. cultivating

23. The primary purpose of curriculum revision and renewal is to introduce ----- in the curriculum.

- A. innovations
- B. orientations
- C. activities

D. challenges

24. The process of curriculum evaluation produces data mainly for determining ----- of the curriculum.
- A. cost and need
  - B. time and value
  - C. usefulness and dimensions
  - D. strength and weaknesses
25. A teacher that gives monthly tests to assess the progress of students in learning his/her school subject is practising
- A. summative evaluation
  - B. formative evaluation
  - C. regular evaluation
  - D. irregular evaluation
26. End-of-term examinations conducted by schools can be regarded as examples of
- A. summative evaluation
  - B. formative evaluation
  - C. regular evaluation
  - D. irregular evaluation
27. One fundamental principle of evaluation is that
- A. it must be simple to write
  - B. it must be followed
  - C. it must be consistent with the objectives
  - D. it must be prepared by the ministry officials
28. The two major components of curriculum innovation are
- A. issues and problems
  - B. testing and assessing
  - C. concept and strategy
  - D. orientation and implementation
29. The greatest obstacle to curriculum innovation in Nigeria is
- A. too much policies
  - B. too few policies
  - C. resistance to change
  - D. school programmes and activities
30. "All possible sources of pressure and frictions – economy, politics, culture, the mass media including information and communication technology (ICT), etc - in the larger society continue to reverberate in school". This statement suggests that:
- A. The school is a big empire of its own
  - B. The school is a microcosm of the society
  - C. The school is an unreliable entity of the society
- D. The school needs the resources of the immediate community
31. One way by which the society influences the school is by supplying the content of curriculum from
- A. the accumulated experiences of the people
  - B. the policy declarations
  - C. observations from homes
  - D. insisting on controlling public schools
32. Nigeria's curriculum conference of 1969 was a good example of
- A. public participation in curriculum renewal
  - B. public participation in planning for technology transfer
  - C. public participation in development of economic blueprint
  - D. public participation in cultural revival
33. "In the Nigerian education system, especially at the primary and secondary levels, many meaningful and well-thought-out curriculum innovations have founderered at the ----- stages".
- A. planning
  - B. processing
  - C. implementation
  - D. review
34. Engaging unqualified teachers in the business of teaching in Nigeria means that the country may be short of
- A. curriculum policy makers, evaluators and innovators
  - B. curriculum implementers, evaluators and innovators
  - C. curriculum officers, implementers and evaluators
  - D. curriculum leaders, innovators and implementers
35. The acronym 'NERDC' means
- A. National Educational Research and Development Council
  - B. Nigerian Educational Research and Development Council
  - C. National Education Research and Development Council
  - D. Nigeria's Educational Research and Development Council
36. ISSUES in Curriculum:
- A. Are crisis that cannot be resolved except through ALUTA

- B. Is the outcome of multi-varlet factors emerging from divergent views of stakeholders
- C. Are reactions to final products from NERDC for classroom implementation
- D. Suggest multiple questions arising from the usage of a particular curriculum over time

37. Which of the following statement is right?

- A. Scientific theory is descriptive, explanatory but not predictive
- B. Theory in Education is different from Scientific theory basically in validation
- C. Educational Theory include the addition of assumption, recommendation and innovation
- D. Theory in Curriculum is different from Theory in Education

38. ASS 401 should:

- A. Solve all curriculum problems
- B. Give us the best solution to curriculum issues
- C. Provide a template for acceptable curriculum implementation, review and innovations
- D. Help us to find lasting solution to unprofessional practice in teaching

39. Which of the following pairs is common to Education and Curriculum?

- A. Indoctrination and Innovation
- B. Reward and Punishment
- C. Research and Theories
- D. Communication and Technology

40. A behavioural Objective must be unambiguous for one, some or all of the following reasons:

- I. When specified in both behavioural and content items they make it possible to evaluate the outcomes of the curriculum
- II. They provide the goals toward which the curriculum is aimed
- III. Provision of explanation on the success or otherwise of the teacher in very specific lessons
- IV. Once clearly stated they facilitate the selection and organization of the content

- V. Opening avenues for further research on Best Practice in classroom work
  - A. I, II, III and IV
  - B. III, IV and V
  - C. I, II and IV
  - D. III, I and IV

## SECTION 2

### Answer ONLY ONE QUESTION

- 1. Differentiate between each of these pair or group of words, giving at least three illustrations to enhance your answers
  - (a) Curriculum innovation and Curriculum Review
  - (b) Ministry of Education and Faculty of Education
  - (c) Programme Curriculum and Subject Curriculum
  - (d) Curricular activity, extra-curricular activity and co-curricular activity
- 2. From your last Teaching Practice experience, identify a curriculum issue in your subject of specialisation.
  - (a) Name the issue
  - (b) LIST the reasons why you consider it an issue
  - (c) LIST a minimum of FIVE specific ways the issue could have been prevented
  - (d) Now that it is an issue, LIST FIVE specific ways to handle it.
- 3.