

**Answer Sample of Third-Year Didactics First Semester Examination**

**1. Define the following concepts and provide an example for each one of them: 6 pts.**

**a. Approach:** A teaching approach encompasses the theoretical foundations, educational philosophy, and guiding principles that inform a specific set of teaching practices. It represents a comprehensive framework for understanding how learning occurs and is translated into classroom strategies and methodologies.

**b. Method:** A teaching method encompasses a structured and systematic approach to the instructional process, particularly in the context of language teaching. It is based on well-defined principles and procedures, serving as an application of theories regarding effective language learning and pedagogical strategies. This method provides an organized, logical, and sequential framework for conducting learning activities, emphasizing a systematic arrangement of steps.

**c. Strategy:** A teaching strategy refers to a systematic set of actions or steps that a teacher follows to achieve specific educational objectives during the teaching and learning process. These strategies encompass the teacher's instructional style and approach, designed to accomplish immediate and overarching goals in the educational context.

**d. Technique:** A teaching technique can be defined as a highly specific and systematic approach or method employed by educators to execute particular tasks within the teaching and learning process. These techniques encompass the individual teacher's distinct style, personal touch, and unique manner of carrying out specific steps or actions in the teaching process.

**2. Highlight 4 main differences between pedagogy and andragogy. 4 pts.**

1. Audience: The primary distinguishing factor between andragogy and pedagogy is the target audience. Andragogy is tailored to the education of adults, whereas pedagogy is primarily focused on educating children.
2. Dependence: In andragogy, adults are considered independent and self-directed learners, while in pedagogy, children rely on the teacher for guidance and structure.
3. Learning Objectives: Andragogy emphasizes personal and professional development as the core objectives, whereas pedagogy is concerned with the essential developmental stages of children.
4. Learning Resources: Adults engaged in andragogy utilize their own life experiences and those of others as valuable resources, whereas children within pedagogy are reliant on the teacher for the provision of all learning materials.

5. Learning Focus: Adult learning within andragogy is often problem-centered and oriented toward real-life applications, in contrast to child learning in pedagogy, which adheres to a subject-focused and prescriptive curriculum.

6. Motivation: Motivational factors differ between the two approaches, with adults in andragogy being primarily driven by internal, self-initiated motivations, while children in pedagogy are often externally motivated by sources such as parents, teachers, and tangible rewards.

7. Teacher's Role: In andragogy, the teacher assumes the role of a facilitator, promoting collaborative learning and open communication. In pedagogy, the teacher functions more as an authoritative expert, responsible for the dissemination of knowledge and the imposition of structured learning experiences.

### **3.1 What are the principles of behaviorism? 2 pts.**

Behaviorism is a school of psychology that views individuals only in terms of physical phenomena and ignores mental aspects. It does not recognize the intelligence, talents, interests, and feelings of individuals in a study. Learning events train reflexes in such a way that they become habits that are mastered by individuals.

### **3.2 How does learning happen under behaviorism? 2 pts.**

Learning is the equivalent of building a habit where the learner is presented with a stimulus and he's supposed to demonstrate a certain response. If the response is a desirable one, then the teacher provides positive reinforcement through rewards, whereas undesirable responses are discouraged through punishment, in a process called operant conditioning.

### **3.3 What are the main drawbacks of behaviorism? 2 pts.**

1. Lack of focus on cognitive skills.
2. Limited Application to Complex Learning.
3. Narrow Assessment of Learning Outcomes.
4. Possible Overemphasis on Rewards and Punishments.
5. Limited Individualization.
6. Potential for Negative Emotional Impact.
7. Short-Term Focus.
8. Less Autonomy and Creativity.

#### **4.1 What are the principles of constructivism? 2 pts.**

Constructivism is a view of learning based on the belief that knowledge is constructed by learners; learners are the builders and creators of meaning and knowledge. Learning, in an important way, depends on what we already know; new ideas occur as we adapt and change our old ideas; learning involves inventing ideas rather than mechanically accumulating facts; meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas.

#### **4.2 How does learning happen under constructivism? 2 pts.**

Constructivism is a theory that equates learning with creating meaning from experience. Humans create meaning as opposed to acquiring it. Learners do not transfer knowledge from the external world into their memories; rather they build personal interpretations of the world based on individual experiences and interactions. The internal representation of knowledge is constantly open to change; there is not an objective reality that learners strive to know. The teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.