



SCHOOL OF HUMANITIES AND ARTS
DEPARTMENT OF EDUCATION
Semester 1, 2026

FINAL EXAMINATION PAPER

EDU 315: PLANNING FOR TEACHING AND LEARNING

Important Instructions to Students:

1. Read the questions, instructions carefully and answer the questions.
2. You are allowed an **extra 10 minutes reading time** (during this time, you are not allowed to write with pen) and **180 minutes (3 Hours) to complete this paper**.
3. Silent, non-programmable calculators are allowed, but not supplied.
4. Write all your answers in the answer booklet provided. If you need extra sheets, please ask from the supervisor. Write your name, course code and student identification number in the answer booklet and in the attendance sheet.
5. This paper contains Three (3) sections A, B, and C. All questions are compulsory to answer.
6. Write all your answers legibly. The marker has the right to award zero for answers that are not legible.
7. This is a **Closed Book Examination**. The University views plagiarism, cheating, and dishonest practice as serious offences, and if found, offenders are penalized.

Examination Paper Content (Format):

<u>Section</u>	<u>Question</u>	<u>Content</u>	<u>Marks</u>	<u>Suggested Time</u>
A	1-15	Multiple Choice	20	60 minutes
B	1-5	Paragraph writing	20	60 minutes
C	1-3	Essay: (Choose any TWO out of three)	20	60 minutes
		TOTAL	60	180mins

SECTION A**DEFINITIONS****(20 MARKS)**

Answer any **ten** of the following concepts. Using your own words, provide a **brief description** of each concept and support your answer with at least one example. **Each concept is worth 2 marks.**

1. Pedagogy
2. Classroom management
3. Knowledge-based education
4. Learning Outcomes
5. Project-based learning
6. Curriculum development
7. Co-operative learning
8. Lesson planning
9. Instructional Competence
10. Content-based model
11. Withitness
12. Learner-Centered Approach
13. Developmental Model
14. Instructional competence
15. Problem-based learning

SECTION B**PARAGRAPH WRITING****(20 MARKS)**

Choose any **four** of the following questions and write a paragraph on each. Provide one example to support your answer. **Each question is worth 5 marks.**

1. The Tyler Model is often criticized for its linear, "top-down" administrative nature, focusing heavily on predetermined objectives and evaluation (Tyler, 1949). In contrast, the Taba Model advocates a "grassroots" approach, arguing that those who teach the curriculum—the teachers—should participate in its design (Taba, 1962). Contrast the Tyler and Taba models and critically discuss why Taba is often preferred for teacher-led curriculum reform. (5 Marks)
2. Bloom's Taxonomy serves as a hierarchical framework that categorizes cognitive tasks by complexity. While "Knowledge-based education" often stops at the "Remembering" or "Understanding" levels, the taxonomy pushes educators to design activities that require "Analysis," "Evaluation," and "Creation" (Anderson & Krathwohl, 2001). Evaluate and discuss how Bloom's Taxonomy assists educators in moving beyond "Knowledge-based education" to higher-order thinking. (5 Marks)
3. In a traditional Content-based model, the teacher acts as the primary "font of knowledge," delivering a pre-packaged body of information through direct instruction. Conversely, in a Discovery Learning environment, the teacher's role shifts to that of a facilitator or "guide on the side" (Bruner, 1961). Critique the role of a teacher in a Discovery Learning environment compared to a traditional Content-based model. (5 Marks)
4. In Outcome-Based Education (OBE), the clarity of the end goal is paramount. Spady (1994) emphasises that all instructional decisions should be driven by what the student is ultimately expected to do. Learning Outcomes: Evaluate and critically discuss the importance of "SMART" criteria when designing learning outcomes for Outcome-Based Education (OBE). (5 Marks)
5. Authentic Assessment involves measuring a student's performance on "real-world" tasks that require the meaningful application of essential knowledge and skills (Wiggins, 1990). Assessment: Defined "Authentic Assessment", provide one example of how it might be used to measure Instructional Competence. (5 Marks)

Choose any **two** of the following questions and write an essay about the topic. You are expected to relate your answer to relevant concepts. **Each question is worth 10 marks.**

1. The technological, cultural, and economic forces in the 21st century have changed the foundation of the traditional education model, thus leaving educators to best identify the appropriate means of meeting students' needs in constructive ways.

Critically analyse how 21st-century pedagogies, such as Discovery Learning, Bruner (1961), and Outcome-Based Education (1994), promote the development of lifelong learning and holistic development. In your discussion, evaluate the shift from a content-based model to a learner-centred approach. Furthermore, elaborate on the specific technological, infrastructural, and cultural challenges Fijian teachers encounter when attempting to implement these constructive methods within the local school system. (10 marks)

2. Classrooms in Fiji have come under the spotlight due to teachers' classroom management skills. Research conducted by Berliner (1988) and Brophy & Good (1986) discusses the importance of correcting classroom misbehaviour, which is directly linked with students' academic performance. (10 marks)

Elaborate on the critical link between effective Classroom Management and Instructional Competence, and justify its direct impact on the academic performance of learners. Drawing upon the work of Berliner (1988) and Brophy & Good (1986), critically discuss four specific classroom management strategies, such as Co-operative Learning, the use of Authentic Assessment Wiggins (1990), or the Developmental Model of discipline, that you would apply to enhance the engagement and achievement of Fijian learners. Your response must address how these strategies mitigate misbehaviour while respecting the cultural nuances of the Fijian classroom. (10 marks)

3. The paradigm shift in modern teaching methods has been necessitated by the convergence of technological, economic, and cultural forces in the early 21st century. As educators, the challenge lies in moving beyond traditional 'factory-model' instruction to meet student needs in a personalized, meaningful, and timely manner. (10 marks)

Critically evaluate the shift from traditional content-based models to 21st-century pedagogies, such as Discovery Learning, Bruner (1961), and Outcome-Based Education (Spady, 1994). In your response, synthesize how these methods leverage Bloom's Taxonomy to promote holistic development and lifelong learning. Furthermore, analyse the systemic and cultural challenges teachers face when attempting to implement these modern frameworks, with specific reference to the tension between instructional competence and rigid administrative curriculum models like the (Tyler Model 1949). (10 marks)

THE END