MA in Education

Study Guide for Comprehensive Examination

2010-2011
Comprehensive Study Guide Questions

Disclaimer

Please be advised that this MA study guide is meant exclusively to facilitate your revision for the comprehensive examination. The questions therein may not necessarily appear in the examination, however similar questions may appear. You are therefore advised to study widely across the questions in your area of emphasis, the core subjects, and the research questions.
Comprehensive Study Guide Questions

Table of Contents

Guidelines for Sitting Comprehensive Examination ......................................................... 2

Core Questions.................................................................................................................. 3

Specialization Questions................................................................................................... 6

  Administration .............................................................................................................. 6

  Curriculum & Instruction ............................................................................................. 7

Research Questions.......................................................................................................... 9

Appendix A.................................................................................................................... 10

  General Instructions ................................................................................................... 10

Appendix B.................................................................................................................... 11

  MA Comprehensive Rubric ......................................................................................... 11

Disclaimer....................................................................................................................... 12
Comprehensive Study Guide Questions

Guidelines for Sitting Comprehensive Examination

1. You will sit the comprehensive examination for five hours on the day scheduled.

2. Our preference is that you use the computer to type your answers but if you choose to use a pen and paper, please write legibly.

3. You will begin the morning session promptly at 9:00 am and will end at 12:00 noon for lunch. You will need to provide your own lunch.

4. You will begin the afternoon session promptly at 2:00 pm. You may leave anytime after 3:30 pm but may not stay later than 4:00 pm.

5. This is not an open book test so we will expect you to consult no other resources than your own mind. Please do not bring anything into the room except pens and pencils.

   We will provide writing paper.

We pray that your mind will be clear, that you will be able to cogently write your answers, and that what you intend for the reader to understand will be explicitly understood.
Core Questions

1. What is teaching repertoire? What aspect(s) can be applied to your present job or position? What is the research base for your choice?

2. How do the theories of learning influence what you do when you teach?


4. Discuss the value that is added to education when it has a Christian foundation.

5. What did you learn in your MA programme that influences how you think about your job and how you practice? Why is that important or valuable?

6. Define the term “worldview” according to James Sire. How does the knowledge of these worldviews influence your practice?

7. What are the basic moves of teaching? How do basic moves in teaching influence effective classroom practice?

8. Explain the three levels of research suggested by Ellis and Fouts (1997). Tell how you would use this framework to make decisions about adopting new programmes in your school or organization.

9. According to Ellis (2001), which education innovations are supported by research and which are not? What practical significance does this have?

10. An innovation has been suggested for use in your school or organization. Using a research perspective, what questions would you want to ask? Why?

11. Define instructional technology giving specific examples. How would you use technology to teach a given topic in your subject area? Make use of specific theoretical framework that supports your point of view.

12. Describe the relationship between Bloom’s Taxonomy and the use of instructional
Comprehensive Study Guide Questions

technology in the classroom.

13. What technological gadgets can be used to enhance the teaching of a specific topic in your subject area?

14. How would you defend the use of technology in the teaching learning process?

15. What are the uses of the computer in education, from both the perspective of the student and also the teacher?

16. Define the terms Computer Managed Instruction (CMI) and Computer Aided Instruction (CAI). Briefly describe some of the essential components of each.

17. Justify the importance of technological tools in the teaching and learning process.

18. Define instructional technology, giving specific examples. How would you use technology to teach a given topic in your subject area? Make use of specific theoretical framework that supports your point of view.

19. You have been asked by your supervisor to develop an action plan for the implementation of technology in the classroom. Using best practices, what technological gadgets and software could be recommended for use in the overall teaching and learning process? Why?

20. How would you defend the use of technology in the teaching learning process?

21. Using the American Psychological Association (APA) standard as your guide, how would you reference books, journals, online sources, and periodicals with one, two, three, or more authors.

22. What is the model for Instructional Supervision that Glickman, Gordon, and Ross-Gordon (2010) advocate? What are the elements of the model? What is involved in each element of the model as each relates to Instructional Supervision?

23. Examining your school context and according to Glickman, Gordon, and Ross-Gordon
Comprehensive Study Guide Questions

(2010), what type of school is your school? From the classification of your school describe it giving the characteristics that led to your classification. Also include the type of supervision that is practiced in your school. What could you and the administration of your school do to have it become the desired type of school that Glickman et al. suggest that all schools should desire to be?

Comprehensive Study Guide Questions

Emphasis Questions

*Educational Administration*

1. Every nation’s educational system reflects values and norms which are part of the social fabric of the country. What characteristics mark the typical approach in your country’s educational system? What is your evaluation of this approach?

2. Describe and contrast the organizational structure of Seventh-day Adventists and public education in your homeland. Comment on the roles or functions performed by the administration at each level.

3. Planning is a major task of administration. Give a definition for planning. Comment on its importance in an educational setting. Discuss the process in terms of specific models to which you have been exposed in the programme.

4. Who should be involved in the formation of policies? Name and explain some of the important characteristics for creating effective policies.

5. State three leadership goals and explain them fully. Frame these goals in a servant leadership perspective.

6. How is good morale developed in schools? Which type of supervision technique(s) would be most effective in developing high morale? Why do you think this would work?

7. Discuss the importance of the following in the planning process: (a) Philosophy, (b) Vision, (c) Mission Statement, (d) Goals, and (e) Objectives.

8. List some of the signs of decentralization in an educational setting. Discuss the benefits of decentralization.

9. List the characteristics of an effective decision maker. Describe the steps that would encourage effective decision making.
Comprehensive Study Guide Questions

Curriculum & Instruction

1. What major changes have you observed in curriculum structure over the past 10 years? What do you see as major thrusts in curriculum planning for the next decade? Why?

2. Briefly describe the ROSE programme. Please discuss both strengths and weaknesses. What would you do to ensure greater effectiveness?

3. What are the three most important negative trends in education today? What would you do to alleviate these problems? Use what you have learned in your programme to make your case.

4. Discuss strategies designed to teach concepts. What are the similarities and differences? How would you choose which strategy to use? What are the basic instructional processes?

5. How does skill in using basic instructional processes affect the teaching concepts? Please explain.


7. Discuss the components of composing a unit plan for teaching concepts. What is essential to be included? Why?

8. What are teacher study groups? How and in what ways are peer coaching related to it? What are the primary benefits in belonging to a teacher study group?
Comprehensive Study Guide Questions

Reading and Language Arts

1. What do you see as major thrusts in curriculum trends in reading for the next decade? Why? Support your answer with research based arguments.

2. Discuss the approaches to teaching reading and language arts and tell who they were developed by. Support your answer with research based arguments.

3. Define reading and outline its stages. Select one of the stages and explain how it can be applied in a class.

4. Discuss the various reading programmes and how they are implemented in the classroom.
Comprehensive Study Guide Questions

Research Questions

1. Outline and briefly describe the basic elements of a research proposal. Provide a reasoned rationale for the elements included in your research proposal.

2. Discuss the importance of research to education. Identify a research issue or problem of interest to you. What are the potential benefits that could be gained from investigating this research issue or problem stated above?

3. Discuss the Action Research process and its benefits to the education system. What are the drawbacks of this research method?

4. Teachers are ideally placed in the education system to conduct research (Connelly & Clandinin, 1989). Discuss this statement. Propose specific educational projects that could be pursued in your area of specialization.

5. Choose a research issue or problem and design a research study outlining clearly the method you would recommend. Provide your rationale for the methodology recommended.

6. Explain the Action Research process (steps). What rationale could be used to justify its use in a thesis? Why is it or is it not an efficacious research process to use?

7. What is a triangulation matrix? What are the purposes for using one?

8. Explain the process of critical analysis of a topic or phenomenon. What is the practical use? What is the significance or power of this process?
Appendix A

General Instructions

There will be three areas covered in this examination. There will be two questions in the Core, three questions in the Emphasis, and three in the Research areas. Candidates are expected to answer one question from the Core, two questions from the Emphasis, and two questions from the Research, which will make a total of five questions.

Morning Session: 9:00 am–12:30 pm

1. Core questions: two questions (Choose one)

2. Emphasis questions: three questions (Choose any two)

Afternoon Session: 2:00 pm–4:00 pm

1. Core question: one question (Compulsory)

2. Research: two questions (Choose any one)
Appendix B

MA Comprehensive Rubric

Emphasis: __________________________________________________________

1. Language Usage (mechanics)–spelling, syntax, punctuation, paragraphing

2. Cohesion (organization)–flow, transition, easy to read, follows professional format

3. Cogency–persuasiveness of argument, presentation of case, comprehension of question

4. Scholarship–citation of authorities, references

5. Content–completeness of response, depth of response, correctness of response

Scoring

0 - did not answer
1 - answer is not appropriate to question
2-4 - poor
5-6 - average
7-8 - good
9-10 – excellent

Results: Pass – overall average a minimum of 6.5; Fail – overall average less than 6.5
Comprehensive Study Guide Questions

Disclaimer

Please be advised that this MA study guide is meant exclusively to facilitate your revision for the comprehensive examination. The questions therein may not necessarily appear in the examination, however similar questions may appear. You are therefore advised to study widely across the questions in your area of emphasis, the core subjects, and the research questions.