

MULTIPLE CHOICE

1. Which of these individuals is NOT a pioneer of the guidance tradition?
 - a. Maria Montessori
 - b. Jean Piaget
 - c. Friedrich Froebel
 - d. John Comenius

ANS: B PTS: 1

2. Which of the following practices is NOT used in the guidance tradition?
 - a. punishment
 - b. encouragement
 - c. the empowering of productive human activity
 - d. the teaching of democratic life skills

ANS: A PTS: 1

3. Who was best known for work in the area of “positive discipline”?
 - a. Johann Pestalozzi
 - b. Maslow
 - c. Haim Ginott
 - d. Rudolph Dreikurs

ANS: D PTS: 1

4. John Dewey’s greatest contribution to the guidance tradition resulted when he
 - a. initiated the constructivist movement in the United States.
 - b. joined the “self psychologists” and formulated a new branch of self analysis.
 - c. promoted progressive education in the United States.
 - d. formulated the basics for assertive discipline in the United States.

ANS: C PTS: 1

5. The encouraging classroom
 - a. Uses the assertive discipline approach to classroom management
 - b. Fosters worth within each child and gives confidence to all children that they can learn.
 - c. Leaves the teacher-only empowered to build classroom interactions
 - d. Creates a teacher-centered approach to learning.

ANS: B PTS: 1

6. Seven key practices about the way in which children should be treated in schools were identified by
 - a. Maria Montessori
 - b. John Dewey
 - c. Friedrich Froebel
 - d. Robert Owen

ANS: D PTS: 1

7. Maria Montessori started schools known as “casa del bambini” that were
- Designed for the children of factory workers
 - Provided a model for the elevation of child care from custodial care to educational care.
 - Both a and b
 - Neither a nor b

ANS: C PTS: 1

8. Assertive discipline and obedience-based systems
- Support developmentally appropriate practice
 - Use a system of rewards and punishments
 - Holds that the adult should guide the child, rather than discipline the child
 - Stems from the belief that human nature has the potential for good

ANS: B PTS: 1

9. A child in a constructivist-learning environment
- Learns concepts and facts as presented by the teacher or teacher aide
 - Creates learning from adult-led interactions only.
 - Encourages the child to make meaning from the personal experience
 - Ignores social, emotional, and cultural differences in learners.

ANS: C PTS: 1

ESSAY

1. Describe Montessori’s, Froebel’s, and Dewey’s contribution in changing educational practices in the classroom.

ANS:

Strict discipline and obedience were widely practiced. Froebel believed that education should guide behaviors natural to development, Montessori stressed discipline that matches development, and Dewey developed this further, advocating progressive education and guidance.

PTS: 1

2. Describe how Piaget’s idea of individual respect and cooperation in the classroom coincides with other Pioneers of the guidance tradition.

ANS:

The modern ideal is cooperation—respect for the individual and for general opinion as elaborated in free discussion. Children gain democratic skills through practice with adults modeling the practice as well as other interactions with the social and physical environment. This is constructivist education. Dewey’s ideas talk about the need to produce results in a social and cooperative way. Montessori claims that learning occurs through absorption in meaningful tasks. Froebel talks about natural impulses and proper development with guidance. All of these pioneers in guidance, in one way or another, talk about the child’s interaction with the social and physical environment.

PTS: 1

3. Explain the differences between the guidance approach and the assertive discipline approach.

ANS:

The basis of the guidance approach stems from the belief that human nature has the potential for good. It holds that the adult should guide the child, rather than discipline the child, to develop inner strength needed to make ethical and intelligent decisions.

Assertive discipline clearly establishes the role of the student and authority of the teacher, using a system of rewards and punishments.

For the children, it does not allow for individual differences or circumstances, setting up winners and losers. Public identification of “culprits” demoralizes and humiliates. For the teacher, they are unable to use professional judgment or accommodate for learner differences. This method of discipline places the teacher and learner at odds.

Critics of assertive discipline have argued that it has negative implications for children and teachers. In addition, it has been criticized for its failure to allow for individual circumstances. Children who might make innocent mistakes would suffer humiliation. Additionally, it was believed that students can grow immune to the demands of the discipline and become stigmatized as “out-groups” within the school setting.

PTS: 1

4. Compare Piaget’s constructivist approaches to the classroom environment with those in the NAEYC document on guidance practices.

ANS:

The basic perspective of constructivist education is that the child creates knowledge by interacting with the social and physical environment. This knowledge is not a product conferred on a child but is the meaning that the child creates from experience. Piaget emphasized that the maturing child learned best by interacting with the environment.

All individuals in a classroom are empowered. Interactive learning is a progressive process of construction using developmentally appropriate activities, which incorporates differences in learners and their emotional, social, and cultural needs.

PTS: 1