

C. A series of statements about the trait or behaviour being assessed, and the rater assigns a point value to each statement.

D. A tool for indicating the level of agreement or disagreement with a statement.

9. Why is it important for the researcher to choose an acceptable data collection method?

- It allows the researcher to collect data quickly and easily.
- It ensures that the data collected will be biased.
- It ensures that the data collected will be reliable and valid.
- None of the above.

10. A group of student-teachers is tasked with conducting an action research project in a multi-grade classroom. Which principle of action research is essential for them to follow?

- Conducting a single cycle of research
- Using a scientific approach to address the problem
- Avoiding collaboration with peers
- Implementing solutions without data collection

11. A principal wants to encourage teachers to use action research to improve teaching practices. Which of the following best describes action research?

- A one-time experiment conducted in a laboratory
- A systematic inquiry conducted by teachers to improve their practices
- An evaluation conducted by external experts
- A theoretical exploration without practical application

12. A teacher is documenting the process of her action research project. What is the primary purpose of maintaining a reflective journal during action research?

- To record student attendance
- To document personal thoughts and reactions to the research process
- To keep a log of classroom activities
- To create lesson plans

13. A group of teachers wants to collaboratively improve their teaching strategies through action

research. What is a key benefit of collaborative action research?

- Reduced workload for individual teachers
- Enhanced validity of findings through diverse perspectives
- Faster completion of research projects
- Avoidance of peer review

14. A teacher is preparing to present her action research findings to the school board. Which element is crucial to include in her presentation?

- Detailed personal anecdotes
- Data-driven evidence and recommendations
- Lengthy theoretical explanations
- Classroom attendance records

15. A teacher is in the initial stage of action research and needs to define a clear research question. Which of the following characteristics should the research question possess?

- It should be broad and general
- It should be specific and measurable
- It should be open-ended
- It should focus on unrelated issues

16. A student-teacher needs to justify the relevance of her action research project. How can a literature review help in justifying the research project?

- By providing a historical account of unrelated topics
- By identifying gaps in existing research that the project aims to fill
- By listing all available research studies without analysis
- By offering personal opinions on the topic

17. What is the Guttman's Method?

- Administering a single test instrument to the respondents, then splitting the items into two parts.
- Administering two parallel forms of an instrument to the same respondents at a single sitting.
- Obtaining the estimate of reliability through an analysis of the individual items.
- Repeated administration of the instrument to the same people on two occasions.

18. During the literature review phase, a student-teacher is confused about which



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MID-SEMESTER EXAMINATIONS

2023/2024 ACADEMIC

AUGUST, 2024

DIPLOMA & B. ED (BASIC, UPPER PRIMARY AND JUNIOR HIGH SCHOOL)

DATE/TIME: 17/08/2024, 1:00 P.M. – 3:00 P.M.

COURSE CODE: PBB361/JBB362

COURSE TITLE: INQUIRY AND ACTION RESEARCH FOR UPPER PRIMARY AND JUNIOR HIGH SCHOOL

LEVEL: 300

(DURATION: 40 MINUTES)

INSTRUCTIONS: This paper is made up of **40 objectives**. You are to answer **all** questions by shading the correct option that best answer the question on the scannable sheet provided. The total mark for this paper is **40**.

1. A teacher notices a decline in student engagement during math lessons. She decides to implement an action research project to identify the problem and propose solutions. What is the first step the teacher should take in her action research project?
 - A. Analyze data from previous lessons
 - B. Identify and justify the problem
 - C. Implement a new teaching strategy
 - D. Write the research report
2. A group of student-teachers is tasked with conducting an action research project in a multi-grade classroom. Which principle of action research is essential for them to follow?
 - A. Conducting a single cycle of research
 - B. Using a scientific approach to address the problem
 - C. Avoiding collaboration with peers
 - D. Implementing solutions without data collection
3. During the literature review phase, a student-teacher is confused about which sources to include. What types of literature should be reviewed in action research?
 - A. Only empirical studies
 - B. Only theoretical studies
 - C. Both theoretical and empirical studies
 - D. Only textbooks
4. A teacher is reviewing literature to find interventions for improving student reading skills. Which source of materials is considered primary?
 - A. Research articles
 - B. Textbooks
 - C. Newspaper articles
 - D. Blogs
5. A teacher is planning data collection for an action research project on student participation. Which method is most appropriate for collecting qualitative data in this context?
 - A. Standardized tests
 - B. Surveys with multiple-choice questions
 - C. Interviews and observations
 - D. Experimental designs
6. Why is it important to have sufficient and clear evidence to diagnose a problem for action research?
 - A. To ensure that the problem actually exists.
 - B. To make the problem seem more significant.
 - C. To make the researcher look more knowledgeable.
 - D. None of the above.
7. Which of the following explains an interest inventory?
 - A. A tool for measuring a person's cognitive abilities.
 - B. A tool for measuring a person's likes and dislikes.
 - C. A tool for measuring a person's personality traits.
 - D. A tool for measuring a person's physical fitness.
8. Which of the following is an example of a rating scale?
 - A. A list of items or tasks that must be marked as present or absent by the individual being assessed.
 - B. A tool for obtaining information about whether a person possesses particular qualities or demonstrates particular behaviours.

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sources to include. What types of literature should be reviewed in action research?

- A. Only empirical studies
- B. Only theoretical studies
- C. Both theoretical and empirical studies
- D. Only textbooks

19. A student-teacher is struggling to organize her literature review. What is a recommended strategy for organizing a literature review?

- A. Chronological order of publication
- B. Thematic organization based on key concepts
- C. Random order of sources
- D. Alphabetical order by author

20. During the literature review, a teacher finds conflicting findings on a topic. How should she address these conflicting findings in her review?

- A. Ignore the conflicting studies
- B. Present and analyze both sides of the conflict
- C. Choose the studies that support her hypothesis
- D. Summarize only the majority opinion

21. A teacher is reviewing literature for her action research on enhancing student participation. What is an essential element to look for in the literature?

- A. Anecdotal evidence
- B. Methodological rigour and relevance to the research question
- C. Personal opinions
- D. Popularity of the source

22. What does high validity in research mean?

- A. The results produced correspond to characteristics and variations in the social world.
- B. The results produced are consistent and repeatable.
- C. The results produced are free from bias.
- D. The results produced are easy to understand.

23. How is the person being interviewed referred to?

- A. The interviewee
- B. The investigator
- C. The observer
- D. The researcher

24. What is research according to Polit and Beck (2014)?

- A. A casual investigation without any systematic process
- B. A systematic investigation that uses disciplined methodologies to collect and evaluate information
- C. A random collection of data for entertainment purposes
- D. An unsystematic collection of anecdotes

25. What is the purpose of research according to Leedy and Ormrod (2015)?

- A. To gather random facts
- B. To entertain audiences
- C. To systematically collect, evaluate, and interpret information to expand understanding
- D. To create fictional stories

26. What type of research focuses on gathering empirical data to develop theory?

- A. Applied research
- B. Basic research
- C. Action research
- D. Evaluation research

27. Which type of research applies basic research theories to real-world problems?

- A. Basic research
- B. Pure research
- C. Applied research
- D. Fictional research

28. What is the primary goal of basic research?

- A. To entertain researchers
- B. To generate fundamental knowledge and theoretical understanding
- C. To apply findings immediately to real-world problems
- D. To create commercial products

29. Which subcategory of applied research focuses on addressing specific issues in local settings?

- A. Basic research
- B. Evaluation research
- C. Action research
- D. Pure research

30. What does evaluation research aim to determine?

- A. The historical context of educational theories
- B. The effectiveness and quality of educational programs
- C. Entertainment value of educational content

D. Random facts about educational settings

31. What is the focus of research and development in education?

- Developing and evaluating curricula, methods, and materials
- Creating fictional stories for students
- Ignoring educational products
- Avoiding evaluations of educational materials

32. Why is action research beneficial to practitioners?

- It allows them to ignore theory and practice
- It integrates theory and research into practice
- It prevents experimentation with new techniques
- It focuses only on theoretical knowledge

33. How does action research contribute to improving practice in education?

- By maintaining traditional teaching methods
- By integrating research findings into practical applications
- By excluding the input of students in the research process
- By focusing solely on theoretical development

34. Action research is described as a combination of which two main components?

- Inquiry and evaluation
- Research and reflection
- Disciplined inquiry and action
- Teaching and learning

35. What is the primary focus of action research as reflective practice according to Elliott (as cited by McIntosh, 2010)?

- Gathering empirical data
- Reflecting on teaching methods
- Transforming practice
- Developing theoretical understanding

36. What is the main goal of triangulation in research?

- To avoid collecting data
- To confuse the reader with multiple data sources
- To prove a preconceived hypothesis
- To take different perspectives on an issue under study

37. In what way does action research help bridge the gap between research and practice?

- By focusing solely on theoretical understanding
- By allowing teachers to conduct research in their own classrooms and apply findings
- By excluding the involvement of students in the research process
- By providing immediate solutions to all educational problems

38. Which activity best exemplifies action research as a disciplined inquiry?

- Implementing a new curriculum without any observation
- Observing student reactions to instructional changes and discussing findings
- Reflecting on personal teaching experiences without documentation
- Engaging in informal discussions with colleagues

39. What is a structured or fixed response questionnaire?

- A questionnaire that allows respondents to freely express their views.
- A questionnaire that is not suitable for data analysis
- A questionnaire that restricts respondents to some response options
- A questionnaire that requires lengthy and time-consuming responses

40. Which perspective of action research involves teachers being seen as researchers in their own classrooms?

- Action research as reflective practice
- Disciplined inquiry as disciplinary inquiry
- Action research as bridging the gap between research and practice
- Action research as a collaborative effort