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Question: 1

Benjamin Franklin proposed one of the most famous plans for an academy. This plan is known as

- A. Proposals Relating to the Education of Youth in Pennsylvania
- B. Proposals Relating to the Education of Poor in Pennsylvania
- C. Proposals Relating to the Selection of Youth in America
- D. Proposals Relating to the Education of Youth in America

Answer: A

Explanation:

Franklin's Proposals Relating to the Education of Youth in Pennsylvania was based on his personal educational experiences. Many academies discussed using it but it was actually not taught at the University of Pennsylvania, the university that had been founded to model Franklin's proposal.

Question: 2

During the eighteenth century, the household, or the institute of the family, served as a

- I. business
- II. School
- III. Vocational institution
- IV. Welfare institution

- A. I, II, and III only
- B. II, III, and IV only
- C. All of the above
- D. None of the above

Answer: C

Explanation:

The household of the eighteenth century played an important role in society by serving multiple purposes. First, households had to be self-sufficient, so they functioned as a business. Second, since the law required parents to educate their children or charges, households also functioned as schools. Third, households were vocational institutions that trained children in a skill that would help them earn their own living. Fourth, households often served as places of correction and also welfare institutions such as hospitals, orphanages, and homes for the aged and the poor.

Question: 3

Women's positions as teachers during the eighteenth century served a major purpose of

- A. giving women greater opportunities to teach in co-ed colleges
- B. giving women greater equality and rights
- C. giving women better educational opportunities than men
- D. giving men the right to pursue interests other than educating children

Answer: B

Explanation:

The education of women was first provided because of religious reasons, but this led to women as teachers for their own households. As teaching became an acceptable career for women, more educational opportunities were opened and with these opportunities came the beginning of greater rights and equality for women. The fact that women are now recognized as equal to men in society can largely be attributed to women's early roles as teachers.

Question: 4

Which of the following was a defining characteristic of the common school movement of the 1830s-1840s?

- I. Educating all grades of children in a common schoolroom
- II. Using schools in an effort to reduce the influence of government
- III. The idea of creating self-governing schools led by educated citizens
- IV. The use of religious texts

- A. I only
- B. All of the above
- C. I, II and III only
- D. None of the above

Answer: D

Explanation:

There were three defining characteristics of the common school movement. One characteristic was educating children in a common school house, not a common schoolroom, with the hope that bringing diverse groups together would improve relations and decrease bad blood. Another characteristic of the common school movement was using education to promote government policies, bringing government and education closer than ever before. Yet another defining characteristic of the common school movement was the idea of creating state agencies to supervise the local schools. This would make it even easier to slip government agendas into schools.

Question: 5

Horace Mann was one of the biggest advocates for the common school movement. Mann, a crusader for social deliverance, first pursued what type of career in an effort to better society?

- A. a grammar school teacher
- B. an inventor
- C. a composer
- D. a lawyer

Answer: D

Explanation:

Mann first pursued a career in law with the lofty intent of saving what he saw as a society of self destruction. Feeling that the establishment of proper laws would achieve this goal, Mann studied law at Brown University and was admitted to the bar in 1823. He practiced law at Dedham, Massachusetts. He went on to serve in the Massachusetts state legislature from 1827 to 1833. It was here that he came under the influence of the idea of common school reform as a means to bring social deliverance to America. Mann was offered a position as secretary of Massachusetts's State Board of Education, which he accepted.

Question: 6

What are two differences between the goals workingmen's parties had for education and the goals common school reformers had for education?

- I. Workingmen's parties saw education as a tool for gaining political and economic power, while common school reformers saw education as a means of social control.
- II. Workingmen's parties believed education would solidify a distinction between social classes, while common school reformers believed education could bring unity between social classes.
- III. Workingmen's parties wanted education to prepare students to defend against economic and political exploitation, while common school reformers stressed the need to teach common morals and political creed as a means for eliminating crime, poverty, and social unrest.
- IV. Workingmen's parties supported education as a means to eliminate poverty, while common school reformers believed education could eliminate racial discrimination.

- A. I and II only
- B. III and IV only
- C. I and III only
- D. II and IV only

Answer: C

Explanation:

The workingmen's parties believed that education could prepare students who could not be abused or taken advantage of politically or economically. These parties believed education would give people a chance to gain political and economic power. Common school reformers saw education as a means to wipe out poverty, crime, and social disturbance; they also emphasized education as a means of social control. Both workingmen's parties and common school reformers did agree that a common school education could get rid of differences between the social classes and provide all classes with equal opportunities economically.

Question: 7

One of the key concerns of workingmen's parties was

- A. that women be given equal opportunities in schools, which would result in equal employment opportunities
- B. that knowledge was power and could give the rich an advantage politically and economically if education were not provided equally
- C. that education include extensive vocational training at an early age to give students every opportunity for successful careers
- D. that the rich would control too much of the government and ruin the American economy

Answer: B

Explanation:

The workingmen's parties strongly believed that knowledge was power in an industrial society. They wanted common schools because they thought equal education would equally spread power between both the rich and poor. The workingmen's parties were particularly concerned that if the poor working class were kept in ignorance, the rich would take advantage of them and withhold rights from them.

Question: 8

Which statement best describes the Whig Party's view of education and government involvement?

- A. The Whigs believed that government should have little involvement in education and that education should have little effect on social order.
- B. The Whigs believed that government should provide help to common schools only in the role of an adviser.
- C. The Whigs believed that government should help individual states have an influence on common schools within their jurisdiction.
- D. The Whigs believed that government should maintain social order through a centrally managed school system

Answer: C

Explanation:

The Whigs were concerned with morals, duty, and social conflict and believed that students should be educated to be moral and responsible citizens. The Whigs believed the means to best achieve this goal was a government managed school system. In contrast the Democratic Party believed that social order would naturally occur and that government would best serve the education system with little interference in the affairs of schools.

Question: 9

Which of the following accurately portrays the theory of connectionism?

- A. The process of acquiring intelligence and increasingly advanced thought and problem- solving abilities from infancy to adulthood
- B. The connection between stimulus and response
- C. A practical way of approaching situations or solving problems
- D. The direct connection between thought processes and the psychological condition of the brain

Answer: B

Explanation:

Connectionism, a learning theory developed through the studies of William James and Edward Thorndike refers to the connection between stimulus and response. The theory is based on the belief that learning can be controlled by training the brain to respond to a specific stimulus with a specific reaction.

Question: 10

Edward Thorndike viewed teaching as

- A. a science concerned with the control of human behavior
- B. a behavior modification technique concerned with the ability to manipulate thought
- C. a science concerned with the control of human brainwaves
- D. a social experiment concerned with the ability to change human behavior

Answer: A

Explanation:

Thorndike believed he could control human behavior. Thorndike felt that all teaching could be more successful if the teaching process were developed into a scientific method. Using this scientific approach to teaching Thorndike believed he could control human behavior, thereby solving a number of problems in society.

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