Comparative Education – Learning Assessment

**Multiple choice** (Mark the right answer)

1. Identify a comparative education strategy that was used in this project:
   - a. Comparative garden beds – Haitian row crops vs. Raised beds
   - b. Comparison of fertilizer – commercial vs. natural
   - c. Comparison of seed preparation methods
   - d. All of the above

2. Identify one unintended outcome of the Agricultural Education Project that was completed in Haiti
   - a. Increased teamwork between boys and girls
   - b. Increased plant science knowledge
   - c. Increased personal responsibility and cultural pride

3. Identify why the Jumu pumpkin was an important cultural crop for the children to grow
   - a. It is an imported crop that is hard to grow and they were proud to finally get it to grow in Haiti
   - b. It is used to celebrate Haitian Independence Day because it is a food they had been forbidden to eat when they were slaves
   - c. It cannot grow outside of Haiti

4. Social Workers and Educators would be careers well suited to Comparative Education projects
   - a. True
   - b. False

5. Social and Community Services Managers careers are growing at which rate:
   - a. 5% to 8% per year
   - b. 9% to 13% per year
   - c. 1% to 5% per year

**Critical thinking:**

1. Why would comparative education promote more acceptance of both cultures instead of education focusing on only one culture’s way of doing things?
2. In what other areas could comparative education be useful besides agricultural education?

3. What awareness of your own cultural identity do you need to be aware of in order to help children through comparative education?

4. How might comparative education be used for adoptive parent education as well? How might this aid the transition process?
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4. True or False: Social Workers and Educators would be careers well suited to Comparative Education projects
   a. True
   b. False

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