

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

FINAL EXAMINATION PAPER 2007

TITLE OF PAPER : INTRODUCTION TO EDUCATIONAL AND
DEVELOPMENTAL PSYCHOLOGY

COURSE CODE : EDF 101

TIME ALLOWED : THREE [3] HOURS

- INSTRUCTIONS** :
1. Answer all questions in SECTION A. Write your answers in the spaces provided in the question paper.
 2. Answer all in SECTION B. Use the answer booklet to write your answers.
 3. Answer two questions from SECTION C. Use the answer booklet provided to Write your answers.
 4. Please make sure your answers are correctly numbered, and also number the pages you have used for writing your answers.

SECTION A

QUESTION 1

Match the terms with their corresponding definitions. Choose the correct word or phrase from the given list and write it in the space provided.

1. Genetically programmed, naturally occurring changes over time is called --
_____.
2. Changes over time in the way we relate to each other is -----
_____.
3. Gradual, orderly changes by which mental processes become more complex and sophisticated is called -----
_____.
4. Changes that occur in human beings between conception and death are referred to as -----
_____.
5. A change in body structure and function over time is -----
_____.
6. Changes in personality that take place as one grows are referred to as ----
_____.
7. When a teacher and other students overreact to a handicap by doing everything for the student, this is best described as -----
_____.
8. Children's self-talk which guides their thinking is -----
_____.

Development, physical development, personal development, social development, cognitive development, maturation, growth, learned helplessness, private talk

(8 marks)

QUESTION 2

Match the following characteristics with the appropriate stages of the theory of cognitive development. Write the number of the appropriate stage in the space provided at the end of each characteristic.

Characteristics	Stages
A. Child learns object permanence -----	
B. Child has not achieved conservation -----	1. Sensori-motor
C. Egocentrism -----	
D. Abstract thinking ability -----	
E. Understand seriation of action -----	2. Preoperational

<p>F. Hypothetico-deductive reasoning -----</p> <p>G. Child can do classification -----</p> <p>H. Child learns that all objects are like living people -----</p> <p>I. Child can do circular reactions -----</p> <p>J. Child learns to consider many possibilities in situations and solving problems -----</p> <p>K. The child is no longer egocentric and learns to perceive other people's points of view -----</p> <p>L. Child learns to use symbols to understand the world -----</p>	<p>3. Concrete operational</p> <p>4. Formal operational</p>
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(12 marks)

QUESTION 3

Complete the following definitions by matching them with the correct term, which should be chosen from the list below.

1. A learned response to a previously neutral stimulus.-----

2. A response that occurs as result of specific stimuli. -----

3. Explanations of learning that focus on external events as the cause of changes in observable behaviour. -----

4. Process through which experience causes permanent change in knowledge or behaviour. -----
5. Stimulus that evokes an emotional or physiological response after conditioning. -----
6. Stimulus not connected to a response.-----
7. Gradual disappearance of a learned response -----

8. Naturally occurring emotional or physiological response. -----

9. Responding in the same way to a similar stimuli.-----

10. Responding differently to similar but identical stimuli.-----

(10marks)

Learning; behavioural learning theories; stimulus; response; classical conditioning; neutral stimulus; unconditioned stimulus (US); unconditioned response (UR); conditioned stimulus (CS); conditioned response (CR); generalisation; discrimination; extinction

SECTION B

1. Write brief notes on the following.
- Psychosexual development
 - Moral development
 - Learning curve
 - Meaningful reception learning
 - Social learning
 - Classical conditioning

[5 marks each =30 marks]

SECTION C

Answer any two questions

1. Discuss the relationship between self-concept and academic achievement, and what teachers can do to influence each.

[20 marks]

- 2) Discuss with examples, how the knowledge of educational psychology will be useful to you as a teacher.

[20 marks]

- 3) A) What is motivation? Distinguish intrinsic motivation from extrinsic motivation. (10)

- B) What strategies would you use to encourage intrinsic motivation in pupils, with examples discuss your strategies and how you would use them? (10)

[20 marks]