

UNIVERSITY OF SWAZILAND



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

SUPPLEMENTARY EXAMINATION PAPER 2012/2013

- TITLE OF PAPER** : INTRODUCTION TO EDUCATIONAL AND
DEVELOPMENTAL PSYCHOLOGY
- COURSE CODE** : EDF 101
- TIME ALLOWED** : THREE [3] HOURS
- INSTRUCTIONS** : THERE ARE THREE SECTIONS IN THIS
PAPER
SECTION A : ANSWER ALL QUESTIONS
SECTION B : ANSWER ALL QUESTIONS
1 AND 2
SECTION C : CHOOSE TWO OUT OF THE
THREE QUESTIONS

**THIS QUESTION PAPER SHOULD NOT BE OPENED UNTIL PERMISSION
HAS BEEN GRANTED BY THE INVIGILATOR**

SECTION A

1. The father of Psychology is
 - A. William James
 - B. Sigmund Freud
 - C. Wilhelm Wundt
 - D. Edward Thorndike

2. Psychology is the study of
 - A. Animal behavior
 - B. Overt and covert behavior
 - C. Human behavior
 - D. Psychism

3. The following are branches of psychology except
 - A. Abnormal psychology
 - B. Clinical psychology
 - C. Educational psychology
 - D. Observational psychology

4. Men and women have
 - A. 32 pairs of chromosomes
 - B. 33 pairs of chromosomes
 - C. 22 pairs of chromosomes
 - D. 23 pairs of chromosomes

5. The first of the prenatal stages of human growth is
 - A. Embryo
 - B. Foetus
 - C. Zygote
 - D. Infant

6. Sitting, crawling, walking, stooping, grasping and climbing all take place during
 - A. Early childhood
 - B. Infancy
 - C. Playing
 - D. Late childhood

7. According to Piaget, accommodation is when
 - A. The child becomes more tolerant of adult suggestions and opinions
 - B. The child perceives new experiences in terms of existing knowledge.
 - C. The child modifies his pre – existing knowledge to fit to new experience
 - D. The child adapts to a new environment or situation

8. Assimilation on the other hand refers to a situation where
- A. The child becomes more tolerant of adult suggestions and opinions
 - B. The child perceives new experiences in terms of existing knowledge.
 - C. The child modifies his pre – existing knowledge to fit to new experience
 - D. The child adapts to a new environment or situation
9. About the age of 7 months, the infant becomes rather choosy as to who to be with. The formation of such relationship in infants is known as
- A. Socialization
 - B. Attachment
 - C. Weaning
 - D. Imprinting
10. Sometimes young children have a tendency to repeat the same behavior over and over. They derive pleasure from doing so because the acts composing the behavior produce the eliciting stimulus. Such behaviors are technically known as
- A. Primary reactions
 - B. Secondary reactions
 - C. Tertiary reactions
 - D. Circular reactions
11. The term animism refers to
- A. When a child has not yet acquired social values and behaves more or less like an animal
 - B. When a child cannot distinguish between living and non-living objects.
 - C. Self - centredness
 - D. When the child's morality does not take into account other people's views or interests.
12. Bruner's symbolic stages of cognitive development can be likened to Piaget's
- A. Sensorimotor stage
 - B. Pre – operational stage
 - C. Concrete operational stage
 - D. Formal stage
13. Which of the following constitute the levels of Kohlberg's theory of moral development?
- A. Pre – conventional, conventional, tertiary.
 - B. Primary, secondary, tertiary.
 - C. Punishment – obedience, orientation, laws and order orientation, universal ethical principal orientation.
 - D. Reaction, constraint, co-operation.
14. The nurture view of language acquisition is represented by
- A. Chomsky
 - B. Pavlov

- C. Skinner
 - D. Watson
15. Which of the following could be said to be central figures in the cognitive theories of learning
- A. Ausubel, Gagne and Bruner
 - B. Skinner, Gagne and Glaser
 - C. Chomsky, Skinner and Bruner
 - D. Ausubel, Chomsky and Glaser
16. People can take the roles of either speaker or listener and this is referred to as
- A. Displacement of roles
 - B. Interchangeability of roles
 - C. Arbitrariness of roles
 - D. Specialization of roles
17. Which of the following people proposed thirteen (13) design features of human language?
- A. Charles Darwin
 - B. Charles Hockett
 - C. B. F. Skinner
 - D. Noam Chomsky
18. "Out of sight, out of mind". This phrase is true about a child who has not yet developed
- A. Accommodation
 - B. Assimilation
 - C. Perception
 - D. Object permanence
19. The enactive stage of cognitive development is commonly observed among
- A. Adolescents
 - B. All children
 - C. Infants
 - D. Young adults
20. Kohlberg's theory of moral development has
- A. 6 stages falling within 2 levels
 - B. 6 stages falling within 3 levels
 - C. 7 stages falling within 3 levels
 - D. 7 stages falling within 2 levels

SECTION B

Answer Both questions.

1. Write brief notes on each of the following:
- a) Positive and negative reinforcement

- b) Growth and development
 - c) Short – term memory and long – term memory
- [15 marks]

2. Write brief notes on the following.
- a) Universal ethical principles orientation
 - b) Moral development
 - c) Learning curve
 - d) Meaningful reception learning
 - e) Social learning
- [25 marks]

SECTION C

Answer any two questions

- 1) Define learning. Describe any six basic principles of Operant Conditioning with suitable examples. Briefly explain how you would apply each of these principles in teaching.
[20 marks]
- 2) Discuss Ausubel's theory of meaningful learning and its implication for teaching
[20 marks]
- 3) Explain how forgetting occurs and how it may be minimized
[20 marks]

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EDF 101: INTRODUCTION TO EDUCATION AND DEVELOPMENT
PSYCHOLOGY
SUPPLEMENTARY EXAMINATION 2012/13
CANDIDATE'S NUMBER _____

SECTION A (Questions 1 to 20)

For questions 1 to 20 circle the letter representing the best answer

- | | | | | |
|-----|---|---|---|---|
| 1. | A | B | C | D |
| 2. | A | B | C | D |
| 3. | A | B | C | D |
| 4. | A | B | C | D |
| 5. | A | B | C | D |
| 6. | A | B | C | D |
| 7. | A | B | C | D |
| 8. | A | B | C | D |
| 9. | A | B | C | D |
| 10. | A | B | C | D |
| 11. | A | B | C | D |
| 12. | A | B | C | D |
| 13. | A | B | C | D |

14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D

**EDF 101 – INTRODUCTION TO EDUCATIONAL AND DEVELOPMENTAL
PSYCHOLOGY**

SUPPLEMENTARY EXAMINATION 2004

MARKING SCHEME

SECTION A

- 1.C
- 2.B
- 3.D
- 4.D
- 5.C
- 6.B
- 7.C
- 8.D
- 9.B
- 10.D
- 11.B
- 12.D
- 13.A
- 14.C
- 15.A
- 16.B
- 17.D
- 18.D
- 19.B
- 20.B

SECTION B

1. a) positive reinforcement – strengthening behaviour by increasing & maintaining the probability that a particular behaviour will be repeated by providing a positive stimulus immediately after the desired behaviour has occurred
negative reinforcement – strengthening desired behaviour by removing negative stimulus after behaviour has occurred

b) growth – progressive changes in body structure; physical increase/decrease in body features up to adolescence
development – progressive series of changes in structure, thinking & behaviour as a result of heredity & environment

c) short-term memory – information gets into our minds but is immediately forgotten that we never even become aware of it, usually less than 30 seconds

long-term memory – information stored in our minds for a long period of time

2. a) Universal Ethical Principles Orientation – moral decisions should be made in terms of self-chosen ethical principles; once principles chosen should be applied in consistent way

b) moral devt – progressive changes in the way people determine what is wrong and right about given circumstances as they mature; how people reach decisions when faced with moral dilemmas

c) learning curve – graphic representation of the course of learning; shows a rapid initial increase followed by levelling off/ reaching the plateau after the first stage of achievement

d) meaningful reception learning – learning from verbal material both spoken & written ; depends on learner's previous knowledge knowledge & nature of relationship established b/n new and old information

e) social learning – changes in behaviour as a result of observation & imitation; involves attention, retention, production & motivation

SECTION C

1. A. Definition of learning = 2 marks

B. Description of any six principles of Operant Conditioning
discussion to be taken from the following positive reinforcement, negative reinforcement, punishment, time-out, extinction, recovery, generalization, discrimination, shaping

6x3 = 18 marks

2. discussion of Ausubel's theory of meaningful learning to include importance of prior knowledge, incorporation of new info, rote learning experience, learning criteria, subordinate learning, combinatorial learning, cognitive structures/knowledge structures

= 10 marks

implications: assessing readiness, selecting material, identifying organizing principles, presenting & overview, using advance organizers, stressing principles, focusing on relationships = 10 marks

3. Forgetting – unable to remember information that we need at a particular time
- information fades with the passage of time

- when there is interference b/n items of information stored in the memory
- when we deliberately eliminate information from our memory that we find too painful to remember (repression)
- removing information/ignore it when no longer useful/intentional forgetting
- infantile amnesia

= 10 marks

Reducing forgetting

- think about what you want to remember
- pay careful attention to what you want to remember
- minimize interference
- use visual imagery & other mnemonics
- give yourself retrieval cues
- develop your own short hand codes

= 10 marks