

# UNIVERSITY OF SWAZILAND

## FACULTY OF EDUCATION



### DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

#### SUPPLEMENTARY EXAMINATION PAPER – JUNE 2014

TITLE OF PAPER : EDUCATIONAL PSYCHOLOGY

COURSE CODE : EDF 104

TIME ALLOWED : THREE [3] HOURS

TOTAL MARK ALLOCATION : 80 MARKS

#### INSTRUCTIONS :

1. Answer all questions in Section A.
2. You are required to answer three questions in Section B.
3. Question 1 in Section B is compulsory. \_\_\_\_\_

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

**SECTION A**

**QUESTION1**

A. Complete the following definitions by matching them with correct term, which should be chosen from the list below. Write the answers in the answer booklet given.

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. Neutral Stimulus is also known as.-----
7. Gradual disappearance of a learned response -----  
-----.
8. Naturally occurring emotional or physiological response. -----  
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9. Responding in the same way to a similar stimuli.-----  
-----.
10. Responding differently to similar but identical stimuli.-----  
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**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**

(10 marks)

For numbers 11 to 20, write **False/True** to indicate whether the statement is true or false. Write your answers in the answer booklet provided,

11. According to Maslow, belonging to a family/social group will not be a need for people until their need for safety is not met.
12. The capacity of short-term memory is larger than that of long-term memory.
13. Information is normally quickly lost from the sensory memory, but it can be retained there with rehearsal.
14. Ausubel's theory is the only theory that says teachers should use advance organizers..
15. The concept 'classroom management' and the concept 'discipline' mean the same thing.
16. According to Bandura, people achieve a sense of self-fulfilment based primarily on the extent to which they are successful.
17. While positive reinforcement results in strengthened behaviour, negative reinforcement results in decrease in behaviours.
18. Bruner emphasizes that intrinsic and extrinsic rewards are important.
19. The theory of learning that attributes change in behaviour to observation and imitation is social cognitive learning.
20. Bruner's theory of learning falls under the group of cognitive theories of learning.

(10 marks)

## **SECTION B**

Answer Question 1 and two other questions in this section.

### **1. (Compulsory)**

Write a brief explanation on each of the following psychological phrases:

- (a) Short-term memory
- (b) Discovery learning
- (c) Long-term memory
- (d) Meaningful reception learning
- (e) classical conditioning

( 4 marks each = 20 marks)

2. a) Explain four reasons why forgetting occurs. (10 marks)
- b) How teachers can help students minimise it. (10 marks)
3. a) What is the difference between intrinsic and extrinsic motivation?  
(6 marks)
- b) Discuss with examples seven ways that be used by a teacher to improve students' motivation in a classroom situation. (14 marks)
4. a) Discuss, and with suitable examples any six basic principles of Operant Conditioning theory. (12 marks)
- b) What are four implications of this theory for classroom practice ?  
(8 marks)