

UNIVERSITY OF SWAZILAND



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

MAIN EXAMINATION PAPER DECEMBER 2013

**TITLE OF PAPER : EDF 101 -INTRODUCTION TO EDUCATIONAL AND
DEVELOPMENTAL PSYCHOLOGY**

TIME ALLOWED : THREE [3] HOURS

INSTRUCTIONS :

- 1. There are 3 (three) sections in this paper.**
- 2. In Section A, answer all questions and use answer sheet provided to mark the correct answers.**
- 3. In Section B, answer all questions and write answers in the answer booklet.**
- 4. In Section C, choose 2(two) essay questions and write your answers in the answer booklet.**

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

SECTION A

Answer all questions in this section. Use the answer sheet provided at the end of this question paper to mark the correct answer.

1. Developmental psychology is about people and how they ----
 - A. grow.
 - B. learn.
 - C. think.
 - D. develop.

2. Psychology tries to identify ----- of behaviour; asking why people behave in a certain manner.
 - A. conduct
 - B. facts
 - C. causes
 - D. signs

3. The behaviorist learning theories considers the environment as -----.
 - A. motivation
 - B. reinforcers
 - C. stimuli
 - D. conduct

4. For a behaviourist, learning will occur when there is
 - A. stimuli
 - B. responses
 - C. reinforcers

- D. all the above
5. Developmental psychology stresses that behaviour develops in a
- A. quantitative manner.
 - B. accumulative manner.
 - C. systematic manner
 - D. none of the above.
6. Memory is the
- A. acquisition of information
 - B. adaptation of information
 - C. encoding and retrieval of information
 - D. encoding, storage and retrieval of information.
7. Remembering your own phone number is a matter of
- A. the sensory register
 - B. short-term memory
 - C. long-term memory
 - D. all the above
8. Mnemonics help an individual to remember easily the
- A. facts
 - B. meaning
 - C. facts and meaning
 - D. the structure of information

9. In a _____ classroom management style the needs of
- A. the teacher comes before those of the learners.
 - B. the learners come before those of the teachers.
 - C. the teacher and learners are equally taken care of.
 - D. the teacher and learners are not considered.
10. Effective classroom management is more about
- A. preventing disruptive behaviours in the classroom.
 - B. ensuring that there are no discipline problems in the classroom.
 - C. stopping incidents of misbehavior promptly and efficiently in the classroom.
 - D. applying corporal punishment to learners.
11. Cognitive development towards complex mental abilities can be facilitated by problem solving, according to
- A. Piaget
 - B. Brunner
 - C. Erikson
 - D. Ausubel
12. The mental ability to visualize mental operations forward and backwards can be seen in children in the ----- stage of Piaget's theory.
- A. sensori-motor
 - B. preoperational
 - C. concrete operations
 - D. formal operations

13. Biological changes signaling adolescence are
- A. gradual and extending over several years.
 - B. abrupt
 - C. unnoticeable
 - D. the same for everyone.
14. According to Erikson, physical superiority tends to have a major effect on the personality and social skills of children in the
- A. Trust vs Mistrust stage
 - B. Autonomy vs Shame and doubt
 - C. Initiative vs Guilt
 - D. Industry vs Inferiority
15. Erikson's theory of human development focuses on development that occurs during
- A. infancy.
 - B. early childhood.
 - C. adolescence.
 - D. the entire lifespan.
16. According Freud, the ----- strives to act morally and incooperate ideals and values.
- A. id
 - B. ego
 - C. superego
 - D. none of the above

17. Phendu, a preschooler, insists on dressing herself each morning for school, even though she generally selects mismatching outfits, misses buttons, and wears her shoes on the wrong feet. When her mother tries to dress Phendu or fix her outfit, Phendu brushes her mother off and insists on doing it herself. What stage of psychosocial development best describes Phendu's behavior?

- A. Trust vs Mistrust stage
- B. Autonomy vs Shame and doubt
- C. Initiative vs Guilt
- D. Industry vs Inferiority

18. Eight-year old Steven has a difficult time making friends at school. He has trouble completing his schoolwork accurately and on time, and as a result, receives little positive feedback from his teacher and parents. According to Erikson's theory, failure at this stage of development results in

- A. feelings of inferiority
- B. sense of guilt
- C. poor sense of self
- D. mistrust

19. Which of the following characteristics best described a child in the preoperational stage of cognitive development?

- A. The child's knowledge of the world is limited to their sensory perceptions and motor activities.
- B. The child is egocentric and cannot take on another person's perspective.
- C. The child is fairly good at using inductive logic.
- D. The child can utilize abstract thought when solving problems and planning for the future.

20. Nandi's mother has two crackers, both of equal size. She breaks one of the crackers up into four pieces. Jane says she wants the one with the most and immediately chooses the four pieces, even though the two amounts are equal. Jane's choice illustrates Piaget's concept of:
- A. assimilation
 - B. accommodation
 - C. conservation
 - D. equilibration
21. Psychologists who felt that psychology should study only observable activities were the
- A. functionalists.
 - B. structuralists.
 - C. behaviorists.
 - D. experimentalists.
22. At each stage of Erikson's theory of psychosocial development, people experience a(n) _____ that serves as a turning point.
- A. epiphany
 - B. conflict
 - C. paradigm shift
 - D. turmoil
23. Question: The central conflict in the eighth stage of Erikson's theory focuses on integrity vs. despair and involves reflecting back on your life. Those who are unsuccessful at resolving this conflict will look back with regret, anger, and bitterness. Those who are successful will feel a sense of satisfaction with the life they have lived. According to Erikson, those who are successful in this stage emerge with _____.

- A. Hope
 - B. Fidelity
 - C. Purpose
 - D. Wisdom
24. The first level in Kohlberg's stages of moral development in which children initially view morality in terms of obedience and punishment is known as
- A. Conventional Morality.
 - B. Pre-conventional Morality.
 - C. Post-conventional Morality.
 - D. None of the above.
25. According to Piaget, children in the concrete operational stage have difficulty with -----
---.
- A. perspective-taking.
 - B. deductive logic.
 - C. inductive logic.
 - D. conservation.
26. Which of the following is true of **critical periods** in Erik Erickson's theory?
- A. Critical periods occur during prenatal development in the physical domain when environmental influences have the greatest impact.
 - B. A critical period is the specific time when the physical and language development of children and adolescents show the greatest changes.
 - C. Critical periods are the specific times when the development of certain characteristics is very sensitive to the interaction between physical and environmental influences.
 - D. All the above is true of critical periods.

27. What is a punishment?

- A. an unpleasant event or stimulus.
- B. any unpleasant stimulus applied to reduce or weaken an undesired behaviour that has been displayed.
- C. an desirable consequence.
- D. something that an individual dislikes.

28. Thami is conditioned to fear black cats, but has lately developed fear of other furry black objects. This is an example of

- A. phobic behaviour.
- B. stimulus discrimination.
- C. stimulus generalization.
- D. superstitious behaviour.

29. The procedure that utilizes reinforcement in closer and closer proximity to a desired behaviour is called

- A. shaping,
- B. observational learning.
- C. partial reinforcement.
- D. conditioning.

30. Heightened emotionality and tendency to be hostile, moody and at times during adolescence

- A. could be attributed to the sharp increase in the production of sex-related hormones.
- B. differ for boys and girls and are influenced by early or late maturation.
- C. are determined by the age and temperament of the adolescent.

D. can be seen only in Africans.

(30 MARKS)

SECTION B

Use the answer booklet to write your answers of the questions in this section. Write the word or phrase that should fill in the blank space for each statement.

Identify and write the mental ability that emerges in early childhood that contributes to the development of the following human development characteristics:

Example: **memory** is an advanced development of ----- (**object permanence**)

i) The ability to understand cause and effect of things can be traced from

-----.

ii) Sympathy developments from -----

-----.

iii) ----- progressively develops into the emergence of responsibility .

iv) Empathetically understanding develops from -----.

v) The ability to take good care of things people own develops from -----

[2 marks each = 10]

SECTION C

Answer TWO questions in this section. Each essay question is worth 30 marks. Use the answer booklet to write your answers.

- 1) Write about the social learning theory and 5 points on its relevance to teaching and learning.
- 2) Briefly discuss how the Educational Psychology concepts such as reinforcement, punishment, generalization, discrimination, satiation and extinction in dealing with cases of student behaviour.
- 3) Describe the major stages of Kohlberg's theory of moral development. List four implications of this theory to teaching and learning.

EDF 101: INTRODUCTION TO EDUCATION AND DEVELOPMENT PSYCHOLOGY

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ANSWER SHEET

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 |
| 21. | A | B | C | D |
| 22. | A | B | C | D |
| 23. | A | B | C | D |
| 24. | A | B | C | D |
| 25. | A | B | C | D |
| 26. | A | B | C | D |
| 27. | A | B | C | D |
| 28. | A | B | C | D |
| 29. | A | B | C | D |
| 30. | A | B | C | D |