



**MACHAKOS UNIVERSITY COLLEGE**

**ISO 9001:2008 CERTIFIED**



(A Constituent College of Kenyatta University)

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, ECE & SNE**

SECOND YEAR UNIVERSITY EXAMINATIONS FOR B.Ed (ARTS/SCIENCE)

2015-2016 ACADEMIC YEAR

YEAR 2 SEMESTER 1

**INSTITUTION BASED EXAMINATION**

**EPS 201: PSYCHOLOGY OF LEARNING**

**INSTRUCTIONS:** Answer Question **ONE (1)** and Any Other **TWO (2)** in the answer booklet provided.

**QUESTION ONE (30 MARKS)**

- A) Giving relevant examples, define the following terms:
- Reinforcement
  - Memory
  - Classroom management
  - Motivation
  - Creativity
- (5 Marks)**
- B) Differentiate between
- Variable ratio (VR) and Variable interval (VI) schedules of reinforcement
  - Primary and secondary reinforcement
  - Intrinsic and extrinsic motivation **(6 Marks)**
- C) Explain what you can do as a classroom teacher to enhance creative thinking among learners **(7 Marks)**
- D) Discuss the disadvantages of incorporating Computer Assisted instruction in classroom learning. **(6 Marks)**

E) How would the following theories of forgetting account for inability to recall information during an examination like this one?

- i) Decay theory
- ii) Retrieval failure theory
- iii) Consolidated theory

**(6 Marks)**

#### **QUESTION TWO (20 MARKS)**

A) Define classical conditioning **(2 Marks)**

B) Give two classroom examples of classical conditioning **(4 Marks)**

C) What are the implications of classical conditioning to the teaching-learning process **(14 Marks)**

#### **QUESTION THREE (20 MARKS)**

A) Define the term mental set **(2 Marks)**

B) Explain and give the educational implications of the following laws of learning proposed by Thorndike:

- i. Law of effect
- ii. Law of exercise
- iii. Law of readiness

**(18 Marks)**

#### **QUESTION FOUR (20 MARKS)**

A) Discuss the assumptions of the following theories of learning:

- i. Social learning theory
- ii. Latent learning theory
- iii. Cognitive theory

**(15 Marks)**

B) Explain the major implications of Bloom's taxonomy to the learning-teaching process **(5 Marks)**

#### **QUESTION FIVE (20 MARKS)**

A) What is memory? **(2 Marks)**

B) Differentiate between Episodic, Semantic and Procedural memory **(6 Marks)**

C) Compare short-memory with long-term memory **(12 Marks)**



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2015-2016 ACADEMIC YEAR

YEAR 2 SEMESTER 1

**REGULAR**

**EPS 201: PSYCHOLOGY OF LEARNING**

**INSTRUCTIONS:** Answer Question **ONE (1)** and Any Other **TWO (2)** in the answer booklet provided.

**QUESTION ONE (30 MARKS)**

A) Giving relevant examples where applicable, define the following terms:

- i. Learning
- ii. Punishment
- iii. Teaching
- iv. memory
- v. problem solving
- vi. Creativity

**(6 Marks)**

B) Explain the factors may affect the transfer of learnt knowledge into new situations **(8 Marks)**

C) Briefly explain why the learning-teaching process is considered a triad and a dynamic process. **(6 Marks)**

D) Differentiate between:

- i) reinforcement and punishment

- ii) non-formal and informal learning
- iii) motivation and drive
- iv) episodic and procedural memory
- v) positive and negative transfer of learning

**(10 Marks)**

**QUESTION TWO (20 MARKS)**

- A) Explain the five stages of creative thinking **(5 Marks)**
- B) Explain what you can do as a teacher to enhance creative thinking among your learners **(15 Marks)**

**QUESTION THREE (20 MARKS)**

- A) Explain the differences between intrinsic and extrinsic motivation **(6 Marks)**
- B) Explain how as a teacher you can apply the following two (2) theories of motivation to enhance the learning-teaching process
  - i. Motivational hierarchy theory
  - ii. Incentive theory**(14 Marks)**

**QUESTION FOUR (20 MARKS)**

- A) Define operant conditioning **(2 Marks)**
- B) Give two classroom examples of operant conditioning **(4 Marks)**
- C) What are the implications of operant conditioning to the teaching-learning process **(8 Marks)**
- D) Outline the various steps involved in behavior modification **(6 Marks)**

**QUESTION FIVE (20 MARKS)**

- A) What do you understand by term exceptional learners **(2 Marks)**
- B) Giving a relevant example define learning disability **(2 Marks)**
- C) Discuss some of the intervention measures that you can take while teaching learners with learning disabilities. **(16 Marks)**



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FIRST YEAR UNIVERSITY EXAMINATIONS FOR B.Ed (ARTS/SCIENCE)

2015-2016 ACADEMIC YEAR

YEAR 1 SEMESTER 1

**REGULAR**

**EPS 100: INTRODUCTION TO PSYCHOLOGY**

**INSTRUCTIONS:** Answer Question **ONE (1)** and Any Other **TWO (2)** in the answer booklet provided.

**QUESTION ONE (30 MARKS)**

A) Citing relevant examples, define the following terms as they are used in psychology:

- i) Learning
- ii) Memory retrieval
- iii) Theory
- iv) Emotion
- v) Incentive
- vi) Reinforcement

**(6 Marks)**

B) Explain some of the factors that may affect the attention of learners in a classroom. **(7 Marks)**

C) Explain the focus of Educational Psychology as an area of specialization in psychology **(4 Marks)**

D) Briefly outline the historical origin of psychology as a scientific discipline **(5 Marks)**

E) Explain the educational implications of the operant conditioning theory of learning **(8 Marks)**

**QUESTION TWO (20 MARKS)**

A) Explain the following components of the experimental method of study in psychology:

- i) Hypothesis
- ii) Variable
- iii) Experimental controls

**(10 Marks)**

B) Briefly compare the experimental and non-experimental methods of studying human behavior in psychology. **(10 Marks)**

**QUESTION THREE (20 MARKS)**

A) Define intelligence **(3 Marks)**

B) Discuss how the following psychologists conceptualized intelligence in the early years of the development of psychology?

- ii. Spearman
- iii. Raymond Cattell
- iv. Howard Gardner

**(9 Marks)**

C) Explain how the knowledge of learners' levels of intelligence can be useful to you as a teacher. **(8 Marks)**

**QUESTION FOUR (20 MARKS)**

A) Identify and describe the four (4) components of emotions **(8 Marks)**


B) Explain the effects of emotions on behavior. **(12 Marks)**

**QUESTION FIVE (20 MARKS)**

A) Discuss the basic assumptions of Maslow's theory of motivation **(10 Marks)**

D) Explain the educational implications of Maslow's theory of motivation **(10 Marks)**



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FIRST YEAR UNIVERSITY EXAMINATIONS FOR DOCTOR OF PHILOSOPHY IN  
EDUCATIONAL PSYCHOLOGY

2015-2016 ACADEMIC YEAR

YEAR 1 SEMESTER 1

**EPS 907: HUMAN LEARNING**

**INSTRUCTIONS:** Answer Question **ONE (1)** and Any Other **TWO (2)** in the answer booklet provided.

**QUESTION ONE (20 MARKS)**

- A) What are the basic assumptions of Bandura's social learning theory? **(2 Marks)**
- B) How does the forgetting curve account for learners' inability to remember acquired knowledge? **(5 Marks)**
- C) i) Explain the assumptions of Piaget's theory on learning **(3 Marks)**  
ii) Expound on the implications of Piaget's theory of cognitive development on learning. **(5 Marks)**
- D) Giving a relevant classroom example, explain how the expectancy-value theory would account for motivation in learning. **(5 Marks)**

**QUESTION TWO (15 MARKS)**

Evaluate any **Three (3)** of the following psychological theories of motivation:

- i. Maslow's motivational hierarchy theory

- ii. Instinct theory
- iii. Incentive theory
- iv. Need reduction theory

**(15 Marks)**

**QUESTION THREE (15 MARKS)**

- A) Compare and contrast the biological and psychological theories of motivation **(6 Marks)**
- B) Explain the major assumptions and implications of Maslow's theory of motivation **(9 Marks)**

**QUESTION FOUR (15 MARKS)**

- A) What purpose should a learning theory serve? **(3 Marks)**
- B) Expound on the assumptions and educational implications of the Gestalt theory of learning. **(12 Marks)**

**QUESTION FIVE (15 MARKS)**

- A) How does intermittent reinforcement differ from continuous reinforcement? **(3 Marks)**
- B) Citing relevant classroom examples analyze the four types of intermittent reinforcement. **(12 Marks)**





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2015-2016 ACADEMIC YEAR

YEAR 1 SEMESTER 1

**EPS 906: SCIENTIFIC WRITING AND PUBLICATION IN  
EDUCATIONAL PSYCHOLOGY**

**INSTRUCTIONS:** Answer Question **ONE (1)** and Any Other **TWO (2)** in the answer booklet provided.

**QUESTION ONE (20 MARKS)**

A) Citing appropriate examples, differentiate between the following terms:

- i. Purpose of research and research objectives
- ii. Sample and population
- iii. Quantitative and qualitative research
- iv. Stratified and systematic sampling
- v. Limitations and delimitation
- vi. Theoretical and conceptual framework

**(6 Marks)**

B) Briefly outline the APA style guidelines on the following:

- i) research title/topic
- ii) title page
- iii) table format

iv) referencing

**(8 Marks)**

- C) Giving appropriate examples, explain the meaning of the term operational definition **(3 Marks)**
- D) Why is it important to understand the limitations of a study? **(3 Marks)**

**QUESTION TWO (15 MARKS)**

- A. What is meant by the term statement of a problem? **(3 Marks)**
- B. Citing suitable examples, explain the various sources of a research problem. **(6Marks)**
- C. Analyze the factors you would consider to determine the feasibility of a research problem **(6 Marks)**

**QUESTION THREE (15 MARKS)**

Briefly assess the various sections of a scientific manuscript/paper in accordance with APA style guidelines. **(15 Marks)**

**QUESTION FOUR (15 MARKS)**

- A) Citing relevant examples differentiate between internal and external validity of research. **(3 Marks)**
- B) Examine six (6) threats to internal validity of a research. **(12 Marks)**

**QUESTION FIVE (15 MARKS)**

- A) Explain why it is important to observe ethical practices in educational scientific research. **(4 Marks)**
- B) Outline the purpose served by literature review in scientific writing and publication. **(5 Marks)**
- C) Evaluate the criteria you can use to decide about the literature review to include in your study? **(6 Marks)**

Eps 906

QN 5 C) pge 45

Criteria

- Relevance to the topic
- Recency rather than out dated
- Citations of research articles rather than opinion or theory
- Clarity of purpose etc

## EPS 100: INTRODUCTION TO PSYCHOLOGY

### MARKING SCHEME

Experimental	Non-experimental
<ul style="list-style-type: none"><li>• Manipulation of variables</li><li>• Quantitative data</li><li>• Control of variables</li><li>• Cause-and –effect relationships can be established</li><li>• Easily replicated</li><li>• Pose risk to ss</li><li>• Behavior more artificial</li></ul>	<ul style="list-style-type: none"><li>• No manipulation</li><li>• Mainly qualitative data</li><li>• No control of variables</li><li>• Causal relationships cannot be established beyond doubt</li><li>• Not easy to replicate</li><li>• No risk to ss</li><li>• Behavior more natural</li></ul>

### QUESTION 38 (9 Marks)

- Charles Spearman proposed that intelligence is comprised of a broad general intelligence (G) factor. It was assumed that the g-factor underlies all cognitive functions and enables individuals to perform well in all intellectual tasks. The g factor enables people to reason, solve problems and do well in all areas that require cognition (Huffman et al., 1995). Spearman called this general ability the **g factor**.
- Raymond Cattell proposed that intelligence consists of two components, namely **crystallized** and **fluid intelligence**. **Crystallized intelligence** refers to the knowledge and experience a person accumulates during his life and is assessed by tests of vocabulary and information (Mwamwenda, 1995). This kind of intelligence increases with age, but may decline during old age. **Fluid intelligence**, which is innate, includes a person's ability to reason, discriminate and engage in abstract thinking. It is genetic and consists of our capacity for learning new knowledge and solving problems.
- Howard Gardner (1999) proposed the multiple intelligence theory in which he postulated that intelligence consists of the following abilities:

- Abilities in language.
- Mathematical-logical reasoning
- Visual and spatial thinking.
- Musical.
- Body kinesthetic skills (e.g., dancing and athletic abilities).
- Intrapersonal skills (e.g. self knowledge)
- Interpersonal skills or social competence (leadership and social abilities including the ability to show interest in others and to interact effectively with them).

He felt that some people tend to excel in some areas of intelligence than in others. Therefore, intelligence testing should consist of assessing a person's strengths in different areas rather than coming up with a single IQ score (Gardner, 1986).

### **QUESTION 39 (8 Marks)**

The endocrine system consists of several glands that release hormones into the blood stream. The nervous system and the endocrine system work together to direct our behaviour and maintain our body's normal functioning. The nervous system activates the endocrine system to secrete hormones which are passed into the blood stream which circulates them throughout the body. These hormones affect behaviour and the nervous system itself. These glands include the pituitary, thyroid, adrenal, gonads and the pancreas. For example during the adolescence stage, the signals will be send to the gonads to produce sex hormones and growth hormones that will affect sex behavior/development and growth

In emotional arousal, the sympathetic system causes the discharge of the hormones **epinephrine (adrenaline)** and **norepinephrine (noradrenaline)**. Adrenaline circulates in the blood system and helps to mobilize blood sugar (glucose) into the blood and thus makes energy available to the brain and muscles and also causes the heart to beat faster. Norepinephrine helps to constrict peripheral blood vessels thus increasing blood pressure.