**PWANI UNIVERSITY EXAMINATIONS 2019/2020 ACADEMIC YEAR**

**2ND YEAR EXAMINATION FOR THE DEGREE OF BACHER OF EDUCATION**

**EPS B205: EDUCATIONAL PSYCHOLOGY**

**END OF SEMESTER II DURATION: 2 HOURS**

**DAY/TIME: DATE:**

**INSTRUCTIONS**

**ANSWER QUESTION ONE (COMPULSORY) AND ANY OTHER TWO QUESTIONS**

**QUESTION ONE**

1. **(12 marks) how the focal areas of educational psychology are important in learning teaching process**

* The learner
* Content
* Teaching-learning process
* Learning environment
* Teacher
* Social climate

1. **(3 marks) how the concept of Interference Theory can hinder or promote your approach to teaching and learning in the classroom**

* Forgetting is a result of two factors.
* Proactive interference
* Retroactive interference.

1. **(10 marks) Five ways a teacher can apply transfer of learning in a classroom situation in Kenya today**

* Zero transfer
* Negative transfer
* Positive transfer
* Lateral/horizontal transfer
* Vertical transfer

1. **(5 marks) Different kinds of power used by teachers in the classroom**

* Coercive power
* Reward power
* Legitimate power
* Referent power
* Expert power

**QUESTION TWO**

1. **(5 marks) Two main ways of retaining information in the short term memory using** **relevant examples**

* Maintenance rehearsal
* Elaborate rehearsal

1. **(10 marks) Analyze the processes involved in behavior contracting**

* Behavior contract is a simple positive reinforcement intervention that spells out in detail the expectations of the student and teacher (and sometimes parents) in carrying out an intervention plan
* It includes listing specific student behaviors that are to be increased and inappropriate behavior to be reduced
* It also states what the student will stand to gain upon displaying desirable behavior and lose upon engaging in undesirable behaviors
* It should also include the “who” component specifying who will perform the task and receive agreed upon rewards.
* It should also include the “what” component indicating the task a student must perform.
* It should also include the “when” component emphasizing the time the task or behavior will be completed.
* It should also include the “how well” component which highlights to what degree, how frequent or to what extent the behavior must be performed.

**QUESTION THREE**

1. **(8 marks) Any four prescientific methods commonly employed by teachers**

* Habits
* Pre-established beliefs
* Use of common sense
* Personal impressions
* Popular beliefs
* Folklore
* Subject centered approach
* Drilling

1. **(7 marks) Any three categories of mentally retarded children**

* Trainable (IQ between 35-50)
* Educable (IQ between 50-79)
* Slow learners (IQ between 80-90)

**QUESTION FOUR**

1. **(9 marks) three components of attitude common among learners in the classroom**

* Cognitive component
* Affective component
* Behavioral component

1. **(6 marks) Two methods of behavior acquisition as expounded in Social Learning Theory by Bandura**

* Modelling
* Vicarious learning

**QUESTION FIVE**

**(15 marks) Effects of using punishment when handling problematic learners in the** classroom

* Emotional tension
* Acquisition of undesirable behaviors to avoid being punished
* More aggressive behavior
* May not eliminate undesirable behavior
* Elimination of one problem may lead to creation of another
* Development of avoidant behavior
* Punishment doesn’t lead to learning of an alternative behavior