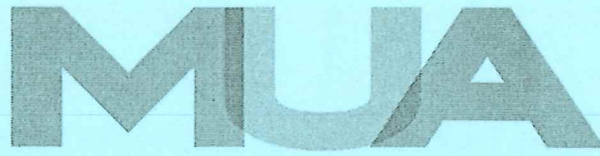


The
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE OF BACHELOR OF EDUCATION ARTS

EDP 301: PSYCHOLOGY OF LEARNING AND TEACHING

DATE: 26TH JULY 2022

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

BAD POSTURE RESULTS IN WORN-DOWN JOINTS AND PAIN.

The girl is a dancer and violinist, and so good posture is very important for her. As the girl constantly maintains bad posture, stimuli that encourages the girl to have better posture will be recorded. The first two days of the experiment were spent observing the girl's behaviours, namely what environmental stimuli encouraged her to stop slouching and to determine whether she had been classically conditioned to have good or bad posture. The next three days involved operant conditioning to attempt to train the girl to no longer engage in poor posture. This tested the hypothesis that rewarding good posture and punishing bad posture is an effective way to improve the girl's posture.

The experiment lasted for five days. Before the experiment was started, the participant chose a behavior that she wished to get rid of. She decided to try to malignant better posture. On day 1, her posture was recorded. As her bad posture was constant, stimuli that encouraged her to straighten up were recorded as opposed to stimuli that made her slouch. Her location, people near her, and her emotions were also noted. This procedure was repeated for day 2. On day 3, the girl's posture was noted. If she managed to have good posture for the majority of the hour, she received a check mark for the hour. If she had bad posture for half an hour or more, than she did not receive a check mark. The girl decided that if she received eight check marks or more, she could eat frozen yogurt. The girl also decided to flick herself whenever she noticed bad posture, as a reminder to improve her posture.

On the first two days of the experiment, the girl had poor posture for most of the day. However, there were certain things that made the girl sit up. Most notable was when she was in the presence of an authoritative figure. It should also be noted that her posture automatically improved when seen was engaged actively. On the first day, she exhibited good posture three times. The first was when she engaged in conversation with the veterinarian with whom she interns.

The second time is when she visited the resident director of her dormitory. The last time she maintained proper posture was while practicing the violin. On the second day, the girl only had proper posture once. She stood with good posture while practicing the violin. She did not interact with any authority figures. On the third day, operant conditioning began.

However, the girl struggled on the first day, maintaining good posture for approximately seven hours out of the 15 hours she was awake. After not receiving a reward, and flicking herself several times, improvement was noted the following day. She maintained good posture for nine hours, and was rewarded at dinner. On the last day, she maintained good posture for twelve hours. The girl has learned to stand up straight through classical conditioning. When the girl was younger, the girl was complimented by her parents' when she sat up straight. The praise of her good posture was the unconditioned stimulus, and the pleasure that she felt at this praise was the unconditioned response.

As the girl grew older, she would notice that her parents would praise her even more when she had good posture and impressed an authoritative figure, such as a teacher or principal. The authoritative figures that she associated praise with were the conditioned stimuli. As such, her conditioned response was to sit up straighter when talking to an adult of authority. Extinction is when a conditioned response disappears after the conditioned stimulus is no longer associated with the unconditioned stimuli. In this case, if the girl no longer received praise for good posture around authority figures. Then, operant conditioning was used on the girl to try to change her bad habit.

Likewise, when she flicked herself, she was exhibiting positive punishment. That is, when she noticed that she was not behaving properly, she would flick herself to remind herself to sit up straighter. These rewards and punishments were chosen to help her want to improve her posture. Ice cream was chosen as it is a special treat that she rarely indulges in. She chose flicking because she finds it very irritating.

However, the results do support the original hypothesis. Rewards and punishments did encourage the girl to adjust her posture. It is believed that the artificial is not going to maintain this change. The girl's poor posture is a lifelong habit, and needs to be treated for a much longer time.

In this case, classical conditioning was useful in explaining why the girl improves her posture in a seemingly random way, and operant conditioning provided a way to change her posture.

REQUIRED

- a) Assess five aspects of the nature of learning that are evident in the case study. (14 Marks)
- b) Assess the aspects of conditioning brought out in the case study. (5 Marks)
- c) By use of illustrations from the case study, discuss intrinsic and extrinsic motivation. (6 marks)

QUESTION TWO

- a) Demonstrate the innovation process. (8 Marks)
- b) Discuss any seven characteristics of the nature of education psychology. (7 Marks)

QUESTION THREE

- a) Assess the five tools of thinking. (10 Marks)
- b) Examine the Educational importance of learning curve. (5 Marks)

QUESTION FOUR

- a) Propose the factors that can influence forgetting. (7 Marks)
- b) Analyze the four types of fatigue that may affect learning. (8 Marks)

QUESTION FIVE

- a) Suggest any ten ways that can be used to prevent maladjustment. (9 Marks)
- b) Illustrate six characteristics of groups. (6 Marks)

QUESTION SIX

- a) Elucidate any five characteristics of intelligence. **(10 Marks)**
- b) Discuss the classroom implications of the transfer of learning. **(5 Marks)**

