



MACHAKOS UNIVERSITY

University Examinations 2018/2019

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, ECE & SNE

FIRST YEAR FIRST SEMESTER EXAMINATION FOR
MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

EPS 800: CHILD DEVELOPMENT

DATE: 3/5/2019

TIME: 8:00 – 11:00

INSTRUCTIONS:

Answer Question **ONE** and Any Other **TWO** questions

QUESTION ONE (30 MARKS)

- a) Citing appropriate examples, explain two basic assumptions of the following theoretical perspectives of child development:
 - i) Psychoanalytic theory
 - ii) Eclectic perspective (4 marks)
- b) Clearly distinguish between longitudinal and cross-sectional studies of child development (8 marks)
- c) Briefly discuss the following issues of contention in child development:
 - i) Continuity versus discontinuity
 - ii) Risk versus resilience
 - iii) Active versus passive child (6 marks)
- d) Briefly explain how Kohlberg would determine an individual's level of moral thinking (4 marks)
- e) Explain why the Embryonic Period is considered to be the most critical stage of prenatal development in child development. (8 marks)

QUESTION TWO (15 MARKS)

- a) Explain how the Nativist theory accounts for language acquisition among children (6 marks)
- b) With emphasis on causal factors, discuss cultural differences in physical and motor development during infancy and early childhood stages of development. (9 marks)

QUESTION THREE (15 MARKS)

- a) Describe Sigmund Freud's model structure of personality development. (9 marks)
- b) Evaluate Freud's theory of personality development. (6 marks)

QUESTION FOUR (15 MARKS)

- a) With relevant examples, explain how children develop new concepts about the world according to Piaget's theory. (8 marks)
- b) With emphasis on cross-cultural variations and similarities, evaluate Piaget's theory of cognitive development. (7 marks)

QUESTION FIVE (15 MARKS)

- a) Explain the process of emotional attachment during infancy. (6 marks)
- b) Outline the various types of play in the early years of life and their benefits to various aspects of child development. (9 marks)



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FIRST YEAR FIRST SEMESTER EXAMINATION FOR
MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

EPS 810: COGNITIVE PROCESSES

DATE: 2/5/2019

TIME: 8:00 – 11:00 PM

INSTRUCTIONS:

INSTRUCTIONS: Answer Question **ONE** and Any Other **TWO** questions

QUESTION ONE (30 MARKS)

- a) Compare the preoperational and concrete operations stages of Piaget's theory of cognitive development (8 marks)
- b) Compare short term and long-term memories. (6 marks)
- c) Briefly explain the reemergence of Cognitive Psychology during and after the 1950s. (6 marks)
- d) Citing relevant examples, discuss various obstacles to problem solving. (6 marks)
- e) According to Noam Chomsky, language development and production is a mental process. Discuss this statement from a cognitive point of view. (4 marks)

QUESTION TWO (15 MARKS)

- a) Giving appropriate examples, explain the major assumptions of the Cognitive Dissonance theory. (8 marks)
- b) Describe two sources of cognitive dissonance. (2 marks)
- c) Explain how human beings cope with cognitive dissonance. (5 marks)

QUESTION THREE (15 MARKS)

- a) Citing relevant examples, explain the following mental processes involved in concept formation according to Piaget's theory of Cognitive Development:
- i) Schemas,
 - ii) Accommodation,
 - iii) Assimilation, and
 - iv) Equilibration (4 marks)
- b) Explain the shortcomings of Piaget's theory of cognitive development. (5 marks)
- c) Discuss how Piaget's theory of cognitive development can be used to enhance the teaching-learning process. (6 marks)

QUESTION FOUR (15 MARKS)

- a) Why do you think psychologists find it difficult to comprehensively define the concept of intelligence? (6 marks)
- b) Discuss how the following theorists conceptualized intelligence:
- i) Charles Spearman
 - ii) Howard Gardner
 - iii) Robert Sternberg (9 marks)

QUESTION FIVE (15 MARKS)

- a) How does creativity differ from critical thinking? (4 marks)
- b) Explain what teachers can do to foster critical thinking among learners. (6 marks)
- c) Comment on the cross-cultural diversity of critical thinking. (5 marks)



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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, ECE & SNE

FIRST YEAR SECOND SEMESTER EXAMINATION FOR
DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

EPS 913: COGNITIVE PSYCHOLOGY

DATE: 4/5/2019

TIME: 8:00 – 11:00 AM

INSTRUCTIONS: Answer Question **ONE** and Any Other **TWO** questions.

QUESTION ONE (20 MARKS)

- a) Citing relevant examples, discuss two obstacles to problem solving and how they can be overcome. (4 marks)
- b) Explain language as a cognitive process (6 marks)
- c) Outline the main assumptions of Piaget's cognitive theory (6 marks)
- d) How does the forgetting curve account for learners' inability to remember acquired knowledge during an examination? (4 marks)

QUESTION TWO (15 MARKS)

- a) With the use of examples, explain the following concepts:
 - i) Sensory adaptation
 - ii) Selective attention
 - iii) Extrasensory perception
 - iv) Law of figure and ground (4 marks)
- b) Describe the process of transmission of sensory input into the brain. (6 marks)
- c) Explain the implications of perception in the teaching-learning process in a classroom situation. (5 marks)

QUESTION THREE (15 MARKS)

- a) Compare and contrast Piaget's and Vygotsky's conceptualization of cognitive development. (8 marks)
- b) From a cross-cultural point of view, evaluate Piaget's theory of cognitive development. (7 marks)

QUESTION FOUR (15 MARKS)

- a) Explain the concept of Zeigarnik effect in respect to memory retrieval (2 marks)
- b) How does short term memory differ from long term memory? (8 marks)
- c) Account for learners' inability to recall learnt information during an examination according to the following theories of forgetting:
 - i) Decay theory
 - ii) Retrieval failure theory (5 marks)

QUESTION FIVE (15 MARKS)

- a) Briefly explain the concept of artificial intelligence. (6 marks)
- b) Discuss the following theoretical conceptualization of intelligence:
 - i) g-factor theory
 - ii) Multiple intelligence
 - iii) Sternberg's Triarchic Theory (9 marks)



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EPS 907: HUMAN LEARNING

DATE: 4/5/2019

TIME: 8:00 – 11:00 AM

INSTRUCTIONS: Answer Question **ONE** and Any Other **TWO** questions

QUESTION ONE (20 MARKS)

- a) Using relevant examples differentiate between algorithms and the heuristics as problem solving strategies? (4 marks)
- b) Explain why the learning-teaching process is considered as a triadic and dynamic activity (6 marks)
- c) Explain four strategies that a teacher can adapt to ensure optimal learning among learners with low intellectual ability in an integrated classroom. (6 marks)
- d) Using classical and operant conditioning theories, explain how learners acquire negative attitudes towards learning. (4 marks)

QUESTION TWO (15 MARKS)

- a) Compare and contrast the biological and psychological theories of motivation (7 marks)
- b) Using appropriate examples, explain how a teacher can use the incentive and attribution theories to enhance classroom learning (8 marks)

QUESTION THREE (15 MARKS)

- a) With the use of appropriate examples, expound on the following types of memories:
 - i) Episodic
 - ii) Semantic
 - iii) procedural and
 - iv) Eidetic (9 marks)
 - b) Explain information processing from the time it enters our senses until it is permanently stored in the long-term memory. (7 marks)
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Examination Irregularity is punishable by expulsion

QUESTION FOUR (15 MARKS)

- a) Explain how teachers can use Maslow's theory of motivation to enhance classroom learning. (5 marks)
- b) Evaluate the following psychological theories of motivation:
 - i) Maslow's motivational hierarchy theory
 - ii) Instinct theory (10 marks)

QUESTION FIVE (15 MARKS)

- a) Explain the concept of Computer Assisted Instruction. (3 marks)
- b) Explain why it is important for teachers to embrace Information and Communication Technology (ICT) in the implementation of the Competency Based Curriculum (CBC) (12 marks)