



MACHAKOS UNIVERSITY

University Examinations for 2019/2020

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL NEEDS EDUCATION

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

EPS 801: HUMAN LEARNING AND CLASSROOM PROCESSES

DATE: 18/12/2019

TIME : 9.00-12.00 PM

INSTRUCTIONS

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

QUESTION ONE (30 MARKS)

- a) Briefly explain the assumptions of the biological instinct theory of motivated behavior. (4 marks)
- b) With the use of relevant examples, explain the following types of memory:
 - i) Episodic
 - ii) Procedural and
 - iii) Semantic (6 marks)
- c) Explain six strategies that a teacher can adapt to ensure optimal learning among learners with low intellectual ability in an integrated classroom. (12 marks)
- d) Using classical and operant conditioning theories, explain how learners acquire negative attitudes towards learning. (4 marks)
- e) Why is the learning-teaching process considered as a dynamic activity. (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) Outline four assumptions of the latent learning theory of learning. (4 marks)
- b) Discuss the implications of the latent theory of learning (5 marks)
- c) With the use of appropriate examples, expound on the following types of memories:
 - i) Episodic
 - ii) Semantic
 - iii) procedural (6 marks)

QUESTION FOUR (15 MARKS)

- a) Expound on Maslow's assumptions on motivated behavior. (5 marks)
- b) Explain why Maslow estimated that self-actualization is attained by only about one percent of the population (5 marks)
- c) Evaluate Maslow's motivational hierarchy theory (5 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)



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SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL NEEDS EDUCATION

SECOND YEAR FIRST SEMESTER EXAMINATION FOR

DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY

EPS 905: EDUCATIONSL TESTS AND MEASUREMENT

DATE: 19/12/2019

TIME :9.00-12.00 PM

INSTRUCTIONS

Answer Question **ONE (1)** and Any Other **TWO (2)** questions

QUESTION ONE (COMPULSORY) (20 MARKS)

- a) Giving examples, differentiate between norm and criterion referenced evaluation. (4 marks)
- b) Briefly explain the concept of measurement error. (4 marks)
- c) Briefly explain the competences of the cognitive domain advanced by Benjamin Bloom that a test should endeavor to measure. (8 marks)
- d) Explain the g-factor conceptualization of intelligence testing (4 marks)

QUESTION TWO (15 MARKS)

- a) Highlight the advantages of continuous assessment testing (6 marks)
- b) Discuss the role of classroom tests in the following:
 - i) Motivation
 - ii) Guidance and counselling
 - iii) Administration (9 marks)

QUESTION THREE (15 MARKS)

- a) Discuss four (4) types of validity that you should take into consideration when developing an end of term examination (8 marks)
- b) “Reliability is a necessary but not a sufficient condition for validity”. Giving an appropriate example, justify this statement. (4 marks)
- c) How can reliability of a test be obtained? Describe two possible ways (3 marks)

QUESTION FOUR (15 MARKS)

- a) Explain the reasons why it is important to clearly state instructional objectives in behavioral terms while evaluating learning (3 marks)
- b) Discuss the basic principles to consider in constructing:
 - i) Multiple-choice tests (4 marks)
 - ii) Short-answer tests and (4 marks)
 - iii) Essay tests (4 marks)

QUESTION FIVE (15 MARKS)

- a) What is the difference between norm and criterion referenced tests? (4 marks)
- b) Briefly outline the characteristics of a good test? (5 marks)
- c) Using appropriate examples, explain the concept of Z-scores (6 marks)



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SECOND YEAR FIRST SEMESTER EXAMINATION FOR

MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

EPS 802: EDUCATIONAL MEASUREMENT

DATE: 19/12/2019

TIME : 9.00-12.00 PM

INSTRUCTIONS

Answer Question **ONE (1)** and Any Other **TWO (2)** questions

QUESTION ONE (COMPULSORY) (30 MARKS)

- a) Why is it important to ensure that tests are valid and reliable? (4 marks)
- b) Explain what can be done to enhance the reliability of tests and the measurement process (6 marks)
- c) Giving examples, differentiate between norm and criterion referenced evaluation (4 marks)
- d) Briefly explain the concept of true score (6 marks)
- e) What is the meaning of the term test blueprint? (4 marks)
- f) Briefly explain the g-factor conceptualization of intelligence testing (6 marks)

QUESTION TWO (15 MARKS)

- a) Briefly explain the basic assumptions underlying the measurement process. (7 marks)
- b) Discuss four issues that may arise if the Government decides to incorporate Continuous Assessment Tests in the CBC? (8 marks)

QUESTION THREE (15 MARKS)

Briefly discuss the following types of psychological tests:

- a) Diagnostic tests
- b) Aptitude tests
- c) Educational achievement tests
- d) Creativity tests
- e) Personality tests

QUESTION FOUR (15 MARKS)

Discuss the advantages and disadvantages of universities' autonomy in the process of examinations.

QUESTION FIVE (15 MARKS)

- a) Giving examples, differentiate between face validity and content validity. (5 marks)
- b) Explain five factors that are likely to affect the validity of a test. (10 marks)