

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND COUSELLING
OBAFEMI AWOLOWO UNIVERSITY, ILE-IFE
EFC 203 (PSYCHOLOGICAL FOUNDATIONS OF EDUCATION)
HARMATTAN SEMETER, 2008/2009
EXAMINATION MARKING GUIDE

1. Compare natural observation with participant observation

In natural observation, specific behavioural characteristics of children or adults are observed in natural settings. Individuals are not conscious of the fact their behaviour is being observed by someone. The teacher can observe the behaviour of students on the play ground or in any other social situation when the student may not be conscious of his presence.

Participant observation is the kind of observation in which the observer becomes the part of the group which he wants to observe.

(2 marks)

2. What are some of the limitations of observation method?

- (a) Observation is useful only for collecting data about overt behaviour which is manifested in a number of activities.
- (b) Observation is subjective. The observer may interpret his sensations of external stimulus on the basis of his past experience.
- (c) Observation is subject to two kinds of errors: Sampling and observers' error.

(2 marks)

3. What are two advantages of Experimental Method?

- i. It provides reliable information.
- ii. It provides objective and precise information.
- iii. The findings of experimental method are verifiable by other investigators under identical conditions in which the initial experiment was conducted.
- iv. It advances our stock of knowledge of cause-effect relationship in the behaviour of students t is time consuming and costly.

(2 marks)

4. Give two reasons why educational psychology should be included in teacher's education programme.

Educational psychology assists the teachers to:

- a. understand the developmental characteristics of their students.
- b. understand the nature of classroom learning.
- c. understand individual differences.
- d. have knowledge of the problems of their students.
- e. use effective teaching methods.

(2 marks)

Briefly explain the four major areas of individual differences

- a) Sex difference: This has to do with the differences in body size and weight. Boys are mostly taller, heavier and stronger than their female counterpart. Female on the other hand, girls are generally more emotionally and socially matured than boys of the same age.
- b) Age difference: This deals with the variation in age.
- c) Physical differences: This is about variation in physical size. It deals with differences that exist in physical fitness, motor-co-ordination and proficiency.

- UNIVERSITY LIBRARY
RESERVED
- UNIVERSITY LIBRARY
RESERVED
- d) Physiological difference: It deals with variation in the functioning of the body organs and systems.
 - e) Emotional difference: emotional differences are commonly noticed among introverts, extroverts, and ambiverts.
 - f) Differences in interests
 - g) Socio-economic difference
 - h) Intellectual and Academic difference

(4 marks for any four of the above)

6. List four characteristics of Gestalts Theories of Learning

- a. Response is systematic and organized in cognitive structure.
- b. The learning process is based on the problem-solving approach.
- c. Learning is permanent. Experience gained can be used or transferred into another related task.
- d. Gestalts are more interested in the processes and justification for a task
- e. The learner plays an active part in gestalt learning. The learner is involved in finding out the solutions to the problems being investigated.
- f. Gestalt learning is a complex one. It is good for higher thinking. It is good where the learner will have to reason logically and analytically before having a meaning solution to the problem.
- g. Cognitive theorists emphasize learner-centered approach. They believe in the "doing it yourself" system.
- h. Learning is permanent. Experience gained can be used or transfer into another related task.
- i. This theory organized the problems so that the learners can know the relationship between or among them. e.g. In one of the experiments, Gestalt placed banana and sticks side by side to show their relationships.

(4 marks for any four of the above)

7. Mention two classroom Implications of Thorndike's Theory of Connectionism

- a. It means that the teacher should organize the teaching-learning activities to reflect the needs and the interest of the students.
- b. Students' readiness to learn the materials should be considered.
- c. Incentives or rewards such as praises, token gifts etc. should be applied on the students in order to reinforce their interest and learning.
- d. The use of punishment should be minimized in the classroom since punishment does not necessarily improve the students' performance or eliminate bad behaviour.

(2 marks for any two of the above)

8. Mention three factors that can influence transfer of learning

- i. Similarity
- ii. Generalization
- iii. Use of varying examples
- iv. Degree of Mastery

(1 ½ marks for any three of the above)

9. What is the difference between negative transfer and zero transfer of Learning?

Negative transfer refers to a situation in which an adequate learning or performance of one task inhibits or disrupts the adequate learning or performance of another task while zero transfer occurs when an adequate performance or learning of one task has no noticeable effect on the learning or performance of another task.

(1 mark)

10. What are the causes of forgetting?

- i. Forgetting as failure to retrieve: Forgetting according to this view is the failure to recall materials that are already stored as a result of poor organisation in storage, poor prompting, inappropriate motivation, or non-availability of appropriate cue.
- ii. Motivated forgetting: forgetting memories that would cause unhappiness, emotional pains or sufferings if brought to the mind. This phenomenon is called repression.
- iii. Distortion of the memory: forgetting occurs if the newly formed traces are disturbed and no time is given for consideration, they will be wiped out.

(2 marks)

11. Briefly explain the interference theory of forgetting?

Interference theory of forgetting: this theory holds that retention is affected by subsequent learning as well as prior learning. Such effects are called retroactive and proactive respectively. Retroactive means learning of new materials prevents the recall of old ones while proactive means previous learning disrupts the recall of present learning.

(1 mark)

12. Mention the three laws of Thorndike's connectionism

- a. Law of readiness
- b. Law of exercise
- c. Law of effect

(1½ marks)

13. Briefly discuss the process of heredity?

From the moment of fertilization (conception) the zygote has some specific characteristics contributed by both father and mother directly to the zygote at conception. At conception, the chromosomes of the sperm and those of the ovum combine to give the zygote 23 pairs of chromosomes comprising those of the sperm and the ovum to make up the 46 chromosomes required by every normal human being. The sperm and the ovum are germ cells. Each germ cell is made up of chains of genes located on chromosomes. Nearly all the genes in cells occur in pairs. In the pair one gene is inherited from mother while the other comes from the father. The pairs can contain dissimilar and sometimes similar genes. In the case of two dissimilar genes, one of the two always dominates, this is known as recessive gene. In dominant gene, the characteristic carried by the gene is expressed in the child. This catachrestic or trait that is observable is known as phenotype. The other gene in the dissimilar gene is known as recessive gene and it is not observable. It is also known as genotype. If a person inherits two similar genes, he/she has a phenotype and a genotype that are same and dominant and thus, he/she is referred to as pure dominant for the trait. If the two genes are both recessive the child is then described as pure recessive for the trait.

The sex of the child is also determined by the genes. There are two types of spermatozoa produced by the males in about equal numbers. The first type consists 22 matched chromosomes and X chromosome. The second type consists 22 matched and a Y chromosome. The chromosomes produced by the females are similar when it comes to sex determination, they are all X chromosomes. If after sexual intercourse, a sperm cell containing an X chromosome fertilizes the egg cell, an XX combination results. This produces a baby girl. If on the other hand, the sperm cell containing a Y chromosome and fertilizes the egg cell, an XY combination produces a baby boy.

(5 marks)

1a What is classroom management?

Classroom management is defined as all the teachers do to organize students, time, and materials to maximize effective teaching and students' learning. It is also the actions taken to create and maintain a learning environment conducive to the attainment of the goals of instruction; arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons, and engagement in academic activities. **(2 marks)**

1b. Explain the four components of a Typical Classroom?

- i. **Students:** This type of component includes management of differences in students. Such as temperament, physical, sex, emotion, mental, needs and interests and social-economic.
- ii. **Pedagogy or teaching-learning activities:** Includes management of instructional materials, time, subject-matter, and making learning student-centred.
- iii. **Physical Environment:** This is the arrangement of the classroom, making the classroom environment neat and tidy, decorating the walls of the classroom with educative charts and pictures, arrangement of the students' chairs and tables in a well position and providing nature corner in the classroom.
- iv. **Teacher:** This means that teacher manages him/herself. It includes management of self-temperament, discipline, have good communication skill, knowledge of subject-matter, have good interpersonal relation skill etc. **(8 marks)**

1c. State five strategies for maintaining discipline in the classroom?

- i. The teacher should make sure that punishment immediately follows the offence and student should know what behaviour is being punished and why is being punished.
- ii. The teacher should change punishment occasionally.
- iii. The teacher should ensure that the desired behaviours are reinforced in the students, while the undesired behaviours should also be ignored.
- iv. The teacher should remember that example is better than precepts. He/she should therefore be a good model to his/her students.
- v. The teacher should ensure that the physical punishment be sparingly and wisely used in the classroom when all other methods have failed.
- vi. The teacher should be fair and consistent when applying discipline strategies. **(5 marks)**

2a. Explain the steps which the parents should take to ensure sound development of their children's mental health.

The parents should:

- i. provide proper affection and love to the children.
- ii. provide a conducive environment at home
- iii. avoid criticizing the children
- iv. avoid comparing children with others
- v. avoid rejecting or over protecting the children
- vi. avoid quarrelling in the presence of the children
- vii. avoid being over anxious about the future of the child.
- viii. be democratic in dealing with the children

- ix. meet the legitimate needs of their children
- x. provide guidance where necessary
- xi. build self-confidence in the child.

(5 marks for any 10 mentioned)

2b. What is the role of school in the development of positive attitudes and sound mental health among students?

The school environment must be conducive for learning for

- a. There should be feelings of security.
- b. The school should function on democratic lines. Students' representations should be made on various committees.
- c. There should be provision of extra-curricular activities.
- d. There should be freedom of expression
- e. The school should try to develop in the students' variety of interests in the students.
- f. There should be provision of sex guidance and education.
- g. School should organize guidance and counselling services for the students.

(2 1/2 marks for any 5 mentioned)

2c. Discuss five factors responsible for teacher's maladjustment.

- a. Lack of professional aptitude.
- b. Occupational hazards.
- c. Extra work.
- d. Lack of social prestige.
- e. Poor salaries.
- f. High moral expectation.
- g. Load of work.
- h. Insecurity of service.

(7 1/2 marks) * and 5 of these must be discussed reasonably well.