Candidate's Index Number:
Signature:

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
SCHOOL OF EDUCATIONAL DEVELOPMENT AND OUTREACH
INSTITUTE OF EDUCATION

COLLEGES OF EDUCATION
FOUR-YEAR BACHELOR OF EDUCATION (B.ED)
FIRST YEAR, END-OF-SECOND SEMESTER EXAMINATION, OCTOBER, 2020

OCTOBER 26, 2020   LEARNING THEORIES FOR TEACHING COMPUTING   2:45 PM – 3:45 PM

SECTION B
[60 marks]

Answer any TWO questions from this section.

1.
   a. State **three** basis for using computers for behaviourist learning. [6 marks]

   b. Explain **two** educational implications of operant conditioning in ICT classrooms. [16 marks]

   c. Explain any **two** of how classroom instruction should reflect the behaviourist principles of operant conditioning. [8 marks]

2.
   a. i. What is theory?
      ii. State **three** characteristics of a theory. [3 marks]
      [6 marks]

   b. With clear examples, state **three** educational implications of Pavlov's experiment to ICT classroom situations. [9 marks]

   c. Explain Thorndike's **three** laws of learning in an ICT classroom. [12 marks]

3.
   a. With the *stimulus-response model*, state the **three** key assumptions that underpin this view. [3 marks]

   b. State **three** teaching methods based on some principles of cognitive learning theory used in the ICT classroom and write short notes on each. [21 marks]

   c. Name **one** hardware that can be used at each of the stages of the Information Processing Cycle. [9 marks]

4.

a. Explain **two** ways by which technology can tie in with constructivist principles to help learners increase their interests and extend their abilities in learning ICT. **[10 marks]**

b. State **five** bases for using computers for constructivist learning. **[10 marks]**

c. Explain **two** technology tools for knowledge construction and problem solving. **[10 marks]**