


AUGUST 2022
EBS 168J
LEARNING THEORIES FOR
TEACHING COMPUTING
30 MINUTES

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, SECOND SEMESTER MID SEMESTER QUIZ, AUGUST 2022

AUGUST 8, 2022 LEARNING THEORIES FOR 12:00 PM – 12:30 PM
TEACHING COMPUTING

Answer ALL the questions.

For items 1 to 18, each stem is followed by four options lettered A to D. Read each item carefully and circle the letter of the correct or best option.

1. When it comes to applying learning theory to the classroom, the **most** pressing problem for educators is
 - A. finding age-appropriate learning materials.
 - B. getting students to learn.
 - C. presenting students with the right stimuli on which to focus their attention and mental effort.
 - D. presenting the learning material in a gender-neutral manner.
2. The use of pleasant and unpleasant consequences to change behaviour is known as
 - A. operant conditioning.
 - B. pavlovian conditioning.
 - C. stimulus generalization.
 - D. the conditioned reflex.
3. According to operant conditioning,
 - A. behaviour is controlled by its consequences.
 - B. once a behaviour is learned, it is not forgotten.
 - C. punishment and negative reinforcement are the same.
 - D. punishment can strengthen behaviour.
4. What would be a practical and appropriate use of punishment in the classroom?
 - A. Corporeal punishment.
 - B. Loss of privileges contingent upon unacceptable behaviour.
 - C. Loss of privileges for unspecified behaviours.
 - D. Providing a positive reinforcer for stopping unacceptable behaviour.

5. Extinction is rarely a smooth process. When reinforcers are withdrawn,
 - A. individuals often increase their rate of the to-be-extinguished behaviour for a while.
 - B. punishment for the behaviours becomes more effective in practice.
 - C. the rate of the to-be-extinguished behaviour diminishes rapidly.
 - D. the topography of the to-be-extinguished behaviour stays the same.

6. How can principles of stimulus generalization be used to aid learning in the classroom?
 - A. By rehearsing the same material over and over until the students get it right.
 - B. By using it in conjunction with punishment.
 - C. By using many examples from different contexts.
 - D. By using multiple choice tests in the classroom.

7. The concept of self-regulated learning is derived from
 - A. Bandura's work with observational learning.
 - B. Pavlov's work with the conditioned reflex.
 - C. Skinner's work with juvenile delinquents.
 - D. Thorndike's law of effect.

8. What is perhaps the **most important** limitation of the behavioural theories when applied to the classroom?
 - A. Learning processes such as concept formation, learning from text, and thinking are difficult to observe directly.
 - B. Observational learning involves vicarious reinforcement.
 - C. Schedules of reinforcement are often unreliable in maintaining behaviour in the real world.
 - D. The principles of learning theory **are not** well defined, hence difficult to apply in the classroom.

9. Taking into account all the different results, the **best** position about absolute and relational theories of learning stimulus control is
 - A. the absolute theory is more accurate for simultaneous discriminations, and the relational theory for successive discriminations.
 - B. the absolute theory is more accurate for successive discriminations, and the relational theory for simultaneous discriminations.
 - C. the absolute theory is more accurate in most cases
 - D. the relational theory is more accurate in most cases

10. Having prior memory associations that make it difficult to form new memory associations is termed
 - A. encoding specificity.
 - B. proactive inhibition.
 - C. time-dependent decay.
 - D. transfer appropriate processing.

11. Participants take part in an experiment where they learn a number of words and are told that they will be tested later on what they have learned. This is a test of
 - A. explicit memory.
 - B. implicit memory.
 - C. interference.
 - D. recognition.

12. A test where participants are asked to retrieve in any order stimuli previously presented is
- A. cued recall.
 - B. explicit memory.
 - C. free recall.
 - D. implicit memory.
13. According to Piaget, planned problem solving moves from trial and error to a planned approach at the end of what stage of development?
- A. Concrete operational.
 - B. Formal operations.
 - C. preoperational.
 - D. sensorimotor.
14. Piaget found that children did not conscientiously use and follow rules until
- A. age 10 – 12.
 - B. age 15.
 - C. the age of concrete operations.
 - D. they were in the zone of proximal development.
15. According to Vygotsky, what mechanism do young children use to turn shared knowledge into their personal knowledge?
- A. Autonomous morality.
 - B. Conservation of energy.
 - C. Private speech.
 - D. Sensorimotor behaviour.
16. In learning theory, the naturally occurring response is called the
- A. conditional stimulus.
 - B. conditioned response.
 - C. conditioned stimulus.
 - D. unconditioned response.
17. Who is described as being a radical behaviourist?
- A. Bandura.
 - B. Pavlov.
 - C. Skinner.
 - D. Watson.
18. Consequences that discourage repetition of a particular behaviour are called
- A. extinction.
 - B. negative reinforcement
 - C. operant conditioning.
 - D. positive reinforcement.

Items 19 to 20 are statements followed by True and False options. Read each statement carefully and indicate whether it is True or False by circling the letter of the correct option.

19. Teachers teach pupils how to react and respond to different stimuli using behaviourism.
- A. True
 - B. False
20. Theories may increase our understanding of a real-world event/behaviour.
- A. True
 - B. False