

Spring Semester Examination 2021

Paro College of Education

Royal University of Bhutan

Paro

Module: PSY 102 (Learning Process)
Writing Time: Three Hours

Programme: B.Ed. (Pry)

Level: I
Full Marks: 100

Instructions:

Do not write for the first fifteen minutes. This time is to be spent in reading the questions. You will get three hours to answer the questions.

This question paper consists of two sections: Section A and Section B. You must read the questions carefully and ensure how many questions are required to be answered from each section.

Marks for each question are indicated within brackets.

Follow the instructions given in each section.

SECTION A

1 Question (20 marks)

Answer All the Questions

Direction: From a choice of four possible answers given in each question, choose and write the MOST APPROPRIATE answer in your answer paper with proper letter against it.

Question 1

- A. Which law of learning states that things most often repeated are best retained?
 - a. Law of effect.
 - b. Law of recency.
 - c. Law of exercise.
 - d. Law of readiness.

- B. Which of the following characteristics is NOT reflective of cognitive view of learning?
 - a. Human are active learners.
 - b. Learners are intrinsically motivated.
 - c. Changes in cognition lead to changes in behavior.
 - d. The outcome of learning is an observable behavior.

- C. In classical conditioning, when a neutral event or stimulus is repeated alongside a physiologically relevant stimulus, the latter is known as the
 - a. conditioned stimulus (CS).
 - b. conditioned response (CR).
 - c. unconditioned stimulus (UCs).
 - d. unconditioned response (UCR).

- D. The key elements of Bundara's Triadic reciprocal causation are
- personal, social and cognitive factors.
 - emotional, social and behavioral factors.
 - cognitive, environment and personal factors.
 - Personal, environment and behavioral Factors.
- E. According to Information Processing Theory of Learning, information is processed following the order of
- sensory input, short-term memory, sensory memory, long-term memory.
 - sensory input, long-term memory, short-term memory, sensory memory.
 - sensory input, sensory memory, short-term memory, long-term memory.
 - sensory input, short-term memory, sensory memory, long-term memory.
- F. According to..... 'arousing curiosity of students by challenging their existing knowledge can motivate the students to learn'.
- Ability theory
 - Expectancy theory
 - Attribution theory
 - Dissonance theory
- G. Which of the following is NOT TRUE about the Gestalt Theory of learning?
- Less is more.
 - Learning can occur in random pattern.
 - Insight is important element of learning.
 - Human being perceives things in bits and pieces.
- H. 'Lopen Tshering converted his classroom into a kitchen to teach students about cooking skills'. This practice of teaching is most inclined towards:
- Inquiry learning.
 - Situated learning.
 - Discovery learning.
 - Problem based learning.
- I. According to Honey and Mumford, 'Look before you leap' represents learner who fall in the category of
- activists.
 - reflectors.
 - theorists.
 - pragmatists.
- J. The term 'metacognition' means,
- Thinking related with behaviors
 - Thinking about emotions
 - Thinking on thinking
 - Thinking connected social environment

SECTION B
Eight Questions (80 marks)
Answer Only Four Questions

Direction: There are EIGHT questions in total. Choose FOUR questions and answer the questions as directed in the answer sheet provided to you. The intended marks for each question is given in the brackets.

Question 2

- a. Define learning in your words. Propose a learning theory informed by the objectives, content and approach of this module. (2+8)
- b. Explain THREE laws of learning with an example each. Discuss four factors that could influence the quality of learning. (6+4)

Question 3

- a. How would classical conditioning define learning? How would you exercise classical conditioning in a classroom teaching? (1+9)
- b. Punishment and reinforcement can be advantageous as well as disadvantageous, explain. Discuss two limitations of operant conditioning. (6+4)

Question 4

- a. How would you explain learning of a Bhutanese child based on Piaget's theory of cognitive development? Do you think his insistence on creation of disequilibrium is justified? Explain. (6+4)
- b. Imagine you visited a classroom operating based on Vygotsky's sociocultural theory. Write a brief report highlighting key observations you gathered around the areas such as the classroom environment, qualities of the teacher and nature of the learners. Describe three challenges of having such a classroom? (7+3)

Question 5

- a. How does 'Social Cognitive Learning Theory' take into account both the cognition and behavioral aspect of the learners? Explain this in your own words. How can a teacher use this theory in teaching? (6+4)
- b. Why is Gestalt Theory of learning also known as insight-based learning? Explain any FOUR laws of organization in relation to classroom teaching. (2+8)

Question 6

- a. Describe various stages of information processing theory using learning about ‘different parts of flowers’ as an example. How is ‘serial position influence’ on memory important concept for teachers? (7+3)
- b. Illustrate how a teacher can motivate learners using the principles of attribution theory and need theory of motivation. (5+5)

Question 7

- a. Discuss TWO advantages and ONE drawback each of the following learning theories. (2*5)
 - i. Problem based learning
 - ii. Situated learning
 - iii. Spiral learning
 - iv. Experiential leaning
 - v. Constructivism
- b. Supposing you are an expert in learning process, propose a framework for Bhutanese teacher to promote greater transfer of learning. Your framework should discuss FIVE challenges of transfer of learning in Bhutanese education and five parallel solutions to address those challenges. (5+5)

Question 8

- a. Discuss any TWO roles of culture in learning. Explain THREE areas of school life in which you can see cultural inequality? What can teachers do to be culturally intelligent? (4+3+3)
- b. Explain brain-based learning in your own words. Discuss three classroom implication of i) neuroplasticity ii) multisensory learning and iii) emotion focused learning. (1+9)

Question 9

- a. ‘If a child can’t learn the way we teach, maybe we should teach the way they learn’. Elaborate this statement in line with the learning strategies. (10)
- b. Apart from the school, discuss TWO other sources of learning for a Bhutanese child. How can you integrate those sources as aid to classroom learning? (4+6)