



SCHOOL OF HUMANITIES AND ARTS
DEPARTMENT OF EDUCATION

SEMESTER 1, 2026

FINAL EXAMINATION PAPER

EDU 312: EDUCATIONAL PSYCHOLOGY

Important Instructions to Students:

1. Read the questions, instructions carefully and answer the questions.
2. You are allowed an **extra 10 minutes reading time** (during this time, you are not allowed to write with pen) and **180 minutes (3 Hours) to complete this paper**.
3. Silent, non-programmable calculators are allowed, but not supplied.
4. Write all your answers in the answer booklet provided. If you need extra sheets, please ask from the supervisor. Write your name, course code and student identification number in the answer booklet and in the attendance sheet.
5. This paper contains three (3) sections A, B, and C. All questions are compulsory to answer.
6. Write all your answers legibly. The marker has the right to award zero for answers that are not legible.
7. This is a **Closed Book Examination**. The University views plagiarism, cheating, and dishonest practice as serious offences, and if found, offenders are penalized.

Examination Paper Content (Format):

<u>Section</u>	<u>Question</u>	<u>Content</u>	<u>Marks</u>	<u>Suggested Time</u>
A	1-15	Multiple Choice	20	60 minutes
B	1-5	Paragraph writing	20	60 minutes
C	1-3	Essay: (Choose any TWO out of three)	20	60 minutes
		TOTAL	60	180mins

SECTION A**DEFINITIONS****(20 MARKS)**

Answer any **ten** of the following concepts. Using your own words, provide a **brief description** of each concept and support your answer with at least one example. **Each concept is worth 2 marks.**

1. Schema
2. Zone of Proximal Development
3. Psychosocial Crisis
4. Operant Conditioning.
5. Scaffolding
6. Classical Conditioning
7. Self-Actualization
8. Intrinsic Motivation
9. Emotional Intelligence
10. Multiple Intelligences
11. Equilibration
12. Private Speech
13. Spiral Curriculum
14. Reinforcement Schedule
15. Empathy

SECTION B**PARAGRAPH WRITING****(20 MARKS)**

Choose any **four** of the following questions and write a paragraph on each. Provide one example to support your answer.

1. Drawing upon the psychosocial stages, Erikson (1950) analyzes how the conflict of industry vs. inferiority influences a child's self-esteem within the modern school setting. How might a teacher's feedback loop ease a student's developing sense of insufficiency? (5 marks)
2. Reflecting on the hierarchy established in Maslow (1943), evaluate the pedagogical necessity of addressing a student's physiological and safety needs before expecting engagement with cognitive learning. To what extent is a learner's executive functioning dependent on these foundational tiers? (5 marks)
3. In his critical analysis, *Punished by Rewards*, Kohn (1993) argues against the traditional use of 'carrots and sticks' in classroom management. Summarize his primary arguments regarding how rewards and punishments may unintentionally undermine a student's long-term intrinsic motivation. (5 marks)
4. Based on the framework presented in Gardner (1983), propose how an educator can utilize the theory of Multiple Intelligences to differentiate a specific lesson for diverse learners. How does this approach move beyond traditional 'one-size-fits-all' linguistic and logical-mathematical instruction? (5 marks)
5. Applying the principles of associative learning detailed in Pavlov (1927), provide a professional example of how 'test anxiety' can be conceptualized as a conditioned response. Discuss the role of a student's academic history in establishing the neutral stimuli that trigger this physiological anxiety. (5 marks)

Choose any **two** of the following questions and write an essay about the topic. You are expected to relate your answer to relevant concepts. **Each question is worth 10 marks.**

Question 1

The paradigm shift in modern teaching methods has been necessitated by the convergence of technological, economic, and cultural forces in the early 21st century. As educators, the challenge lies in moving beyond traditional 'factory-model' instruction to meet student needs in a personalized and meaningful manner.

Critically evaluate the transition from content-based models to 21st-century pedagogies, specifically Discovery Learning, Bruner (1961), and Outcome-Based Education (Spady, 1994). In your discussion, synthesize how these methods leverage Bloom's Taxonomy, Anderson & Krathwohl (2001), to promote holistic development. Furthermore, analyze the unique technological and cultural challenges Fijian teachers encounter when attempting to implement these modern frameworks in a resource-constrained environment.

Question 2

Classrooms in Fiji have come under intense scrutiny regarding teachers' classroom management skills. Research by Berliner (1988) and Brophy & Good (1986) establishes a direct correlation between the management of student misbehavior and academic performance.

Elaborate on the theoretical link between Instructional Competence and Classroom Management. Critically discuss four strategies (e.g., Co-operative Learning, developmental discipline, or Authentic Assessment) that you would apply to enhance the academic performance of Fijian learners. Your response must justify how these strategies shift the focus from punitive control to a Learner-Centered Approach, Wiggins (1990), while remaining sensitive to the cultural nuances of the Pacific classroom.

Question 3

While both Jean Piaget and Lev Vygotsky revolutionized our understanding of the developing mind, their diverging perspectives on the origins of cognition continue to spark debate in modern instructional design.

Critically compare and contrast the cognitive development frameworks of Piaget (1950) and (Vygotsky 1978). Focusing on the transition from Piaget's emphasis on independent discovery to Vygotsky's socio-cultural focus on the Zone of Proximal Development (ZPD), evaluate the extent to which social interaction acts as the primary catalyst for intellectual growth. Apply your argument to either a primary or secondary context, discussing how these competing theories dictate the role of the teacher in a modern Discovery Learning environment.

THE END