Summer Examinations 2015

PSY302315N

Module Title          Educational Psychology
Level                  Six
Time Allowed          Two hours

Instructions to students:
• Enter your student number not your name on all answer books.
• All questions are equally weighted.
• Answer three questions.
• Neither books nor notes may be taken into the examination.
• Begin each answer in a separate answer book; label each answer book clearly with the number of the question you are answering.

No. of Pages  2
No. of Questions  13
Answer any three questions.

1. What can Educational Psychology offer to the teaching and learning of individuals with Attention Deficit Hyperactivity Disorder (ADHD)?

2. Critically evaluate the role that children's friendships have in their learning experience at school.

3. Critically compare and contrast the DSM-IV and DSM-V diagnostic criteria for autism providing some analysis of the benefits and drawbacks of the change.

4. Bullying at school needs to be addressed by working with the peer group as a whole, rather than only focusing on the individuals involved. Critically discuss this argument.

5. Compare and contrast the phonics and whole word approaches to teaching children to read.

6. Can Educational Psychology be used to improve the life prospects of children in care? Provide evidence from the fields of psychology and education to support your answer.

7. What evidence is there for the existence of dyslexia and how may this special need be explained?

8. Critically evaluate the claim that the only effective way to enhance students’ motivation to learn is through improving their self-efficacy.

9. Present and critically evaluate arguments for and against the use of reinforcement in classrooms.

10. Discuss effective and ineffective techniques for improving students’ learning, providing clear evidence for each.

11. Describe two contemporary approaches to conceptualizing working memory, identifying the relative strengths and weaknesses of each.

12. Critically contrast the neurodevelopmental approach to dyscalculia with the behavioural approach. In the process, consider the research on how we mentally represent number.

13. Critically evaluate the argument that gifted children cannot be effectively supported in mainstream school.

End of Paper