Summer Examinations 2016

SY302316N

Module Title: Educational Psychology
Level: Six
Time Allowed: Two hours

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

No. of Pages: 2
No. of Questions: 12
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 discuss the extent to which children's friendships affect their school experience.

3. In what ways are Baron-Cohen’s ideas about autism, sex and science consistent with the DSM-V criteria and in what respects is there tension between the two?

4. Why might it be difficult to measure the amount of bullying occurring in schools?

5. How should children be taught to read? Discuss in relation to appropriate research and theory.

6. What difficulties are shown by students with dyslexia and how may we explain those difficulties? Use appropriate research and theory to support your answer.

7. How children feel about themselves and their own abilities is more important for motivation to learn than external factors. Critically evaluate this claim.

8. Suggest how one might approach modifying the behaviour of a 10-year old child who neglects to do their out-of-class assignments. Evaluate your suggestions considering at least two behavioural perspectives. You may include consideration of the elephant in the room.

9. Evaluate the role of practice at each level of Bloom’s taxonomy.

10. Describe and evaluate the relationship between pre-assessed working memory capacity, pressure and task performance. You may wish to centre much of your discussion on the Wang and Shah (2014) paper, but you should go beyond it, synthesizing information from the class and/or other reading.

11. Contrast Dowker’s approach to dyscalculia with that of Butterworth and evaluate the strengths of each.

12. Discuss the extent to which educational transitions should be supported to make them less challenging for young people.

End of Paper