

T.V.E



ISLAMIC UNIVERSITY OF TECHNOLOGY (IUT)  
ORGANISATION OF ISLAMIC COOPERATION (OIC)  
DEPARTMENT OF TECHNICAL AND VOCATIONAL EDUCATION (TVE)

Semester Final Examination  
Course No: TVE 6213  
Course Title: Advanced Educational Psychology

Summer Semester (2021-2022)  
Time: 3 hours  
Full Marks: 150

**There are seven (7) questions. Answer six (6) of them.**

Figures in the right margin indicate marks of the questions. The symbols have their usual meaning.

1. a) A six-year-old has lost a toy and asks her father for help. The father asks her where she last saw the toy; the child says, "I can't remember." He asks a series of questions—did you have it in your room? Outside? Next door? To each question, the child answers, "no." When he says, "in the car?" She says, "I think so" and goes to retrieve the toy (Tharp & Gallimore, 1988, p. 14). (15)
  - i) Who remembered where the toy was?
  - ii) What core theme of Vygotsky's social *constructivism theory* is illustrated in this example? Explain in detail.
  - iii) Discuss the *co-construction* and *internalization* of knowledge based on the above example.
- b) What is a *mediated learning experience*? Explain with example. (10)
2. a) Draw the *sensory memory* model of human brain and label it. (5)
- b) What are the educational implications of the *sensory registers*? (10)
- c) What is the capacity of *sensory memory*? How long the information is retained in the *sensory memory*? (10)
3. a) What is *attention*? Classify and briefly discuss about it. (8)
- b) Distinguish between *automatic* and *conscious processing*. How do these two processes influence the capacity of human *attention*? (8)
- c) Based on the pictures shown here, explain the role of context in influencing human perception of new information. (9)
4. a) Differentiate between the *working* and *short-term* memory? (5)
- b) Describe the notion of "*The Magical Number Seven, Plus or Minus Two.*" How is this phenomenon used to explain the *memory span* of humans? (10)
- c) How does the *phonological loop* keep and hold information in the *working memory*? (10)
5. a) Knowing the rule about "*dividing fractions, inverting the divisor, and multiplying*" indicates what kind of knowledge? Where has this kind of knowledge been stored in the human memory system? Briefly discuss the implications of this knowledge for cognitive development. (15)
- b) What is *conditional knowledge*? Give an example. Why has this kind of knowledge been considered a stumbling block for many students? (10)
6. a) What is *semantic memory*? How do we represent the meaning of sentences and pictures in our memories? Explain it with an example. (10)
- b) What is the *dual coding theory* of cognition? Why do psychologists agree with *dual coding theory* and believe that it will help students learn easily? (10)
- c) What is *episodic memory*? How does it differ from *semantic memory*? (5)
7. a) How does *rehearsal* keep information activated in the *working memory*? Discuss the different types of *rehearsal* with examples. (10)
- b) Is the *working memory* of adolescents better than the *working memory* of children? Explain. (5)
- c) Discuss the *two cognitive processes* by which information gets from *working memory* into *long-term memory*. (10)

