

Program: DTE (1<sup>st</sup> Semester)  
Semester: Winter

Date: 09 December 2023, Saturday  
Time: 9:00 am to 12:00 pm, Morning

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

Examination: Semester Final  
Course No: TVE 4103  
Course Title: Educational Psychology

Academic Year: 2022-2023  
Full Marks: 150  
Time: 3:00 hours

**There are 7 (Seven) questions. Answer any 6 (Six) questions.**  
**Figures in the right margin indicate marks of the questions.**

1. (a) What is *functionalism*? How does it differ from *structuralism*? What was the main criticism of William James about *structuralism*? (10) CO1
- (b) What is the key issue in the debate of *critical vs sensitive periods* of human development? What is your position in this debate? Give reasons for your answer. (15) CO1
2. (a) Explain the concept of *learning by association*? Discuss how the concept of *learning by association* becomes the founding principle of *classical conditioning theory*? (10) CO1
- (b) Discuss the different *stimuli and responses* of *classical conditioning theory* with examples. (15) CO1
3. (a) What are the differences between *deficiency needs and being needs*? What level are you in this hierarchy of needs? Explain with an example. (5) CO2
- (b) *Salma likes physics and finds it very interesting, but she really doesn't care about the grades that she gets in physics class.* - What kind of motivation does Salma demonstrate in this example? Explain. (8) CO2
- (c) *Some teachers select the project topic for their students and insist them accomplishing their project works on their own.* - Which aspects of *self-determination* has been neglected in this scenario? Give reasons for your answer. (12) CO2
4. (a) What is *intelligence*? (5) CO2
- (b) *Jasmine is particularly sensitive to numbers and is able to handle advanced logical reasoning tasks. Ryan, on the other hand, knows multiple languages and has great command in each of them. Sara, however, is better at understanding the needs of others.* - Explain each of these individual differences based on Gardner's *Multiple Intelligence Theory*. (10) CO2
- (c) *One person may be particularly gifted in language related activities and poor in recalling lists of digits, while another can visualise three-dimensional shapes easily but cannot name objects quickly.* - How do you explain these individual differences? What theory does Charles Spearman, an English psychologist, propose to conceptualize *intelligence* based on such individual variations? (10) CO2
5. (a) According to Piaget, what is *schema*? How does a child construct a *schema*? Give one example. (10) CO1
- (b) *A child initially believes the earth is flat and then learns that, in fact, the earth is round. So, she is picturing the earth like a flat disk or a coin. However, when the child is confronted with a globe on which a map of the earth is depicted, she faces a difficult time as her initial understanding of the earth is not correct.* - What are the two *cognitive processes* that this child needs to use to develop her *schema* about the correct understanding of the earth? Explain these processes. (15) CO1
6. (a) What is *object permanence*? Give an example. (5) CO3
- (b) What is *egocentrism*? How does it affect children's thinking process? Explain with an example. (10)
- (c) *A young child might know that 4+2=6 but not understand that the reverse is true i.e., 6-2=4.* Why does the child not perform this task? Identify the child's stage of cognitive development. (10) CO3
7. (a) What is *reinforcement* in operant conditioning theory? Classify it. Discuss its classroom implications. (15) CO3
- (b) Explain the *law of effect* with an example. How is the concept of *rewards and punishment* associated with the *law of effect*? (10) CO3