

Exam in Learning Theories

Activity 1: Circle the most appropriate option for each statement

(6 pts)

1. In cognitive behaviourism, learning is defined as:
 - a) a relatively permanent change in behaviour or knowledge resulting from experience
 - b) a change in behaviour related to mental events
2. The following classroom activities are related to behaviourism EXCEPT
 - a) drill and rote learning
 - b) bonus point (providing incentives)
 - c) classifying or chunking information
3. In one classic experiment, children learned to hit a "Bo-Bo Clown" doll
 - a) through operant conditioning
 - b) by watching an adult model
 - c) through classical conditioning
4. Kate (a 10-year-old) borrows her mother's car keys and tries to start the car as she has seen her parents do so often. Their neighbour, who is a psychologist, explained that Kate modelled her parents' driving behaviour because she had the expectation of being rewarded with the fun of driving. This explanation best fits which psychological viewpoint?
 - a) cognitivism
 - b) psycho-analysis
 - c) modelling
5. The ability to recall series of events is referred to as _____ learning.
 - a) perceptual
 - b) anecdotal
 - c) procedural
6. When trying to remember his friend's phone number (via repetition), Johnny got distracted and forgot the last digit due to physical distractions and a short chat with his brother
 - a) failure to recall the information is due to interference caused by the verbal exchange
 - b) the failure is attributable to decay caused by the physical distractions since these are tough to ignore
7. An advanced capacity for observational learning which enables us to expand our knowledge and competencies by relying on models of thinking/behaving in our immediate environment and the symbolic environment of mass media
 - a) vicarious capability
 - b) symbolising capability
8. In his theory of multiple intelligences, Howard Gardner claims that education can be improved by assessment of learners' intelligence profiles and designing tasks accordingly.
 - a) true
 - b) false
9. pursuant to tenets of Information Processing Theory (IPT), this type of memory is where consciousness exists, where the world meets what is already known and where thinking is done
 - a) sensory memory
 - b) short-term memory
 - c) long-term memory
10. While in Piaget's view the child spends more time in the classroom independently engaged in activities based on discovery, in Vygotsky's perspective the tutor should encourage driven/oriented participation and cooperative learning
 - a) true
 - b) false
11. As theories with constructivist orientation, experiential and transformative learning models emphasise
 - a) social learning
 - b) flipped learning
 - c) critical reflection on experience
12. Based on Skinner's work on reinforcement and punishment, adding a negative stimulus to discourage behaviour is termed
 - a) negative punishment
 - b) active avoidance
 - c) positive punishment

Activity 2: Answer the following questions briefly but substantially

(7.5 pts)

1. A theory devised by **Albert Bandura** which attempts to answer such questions as why you find yourself acting differently depending on where you are and who you are with? Why you change your behaviour when, say, your teacher or your boss is in the room? **Reciprocal determinism**
2. Three separate reflective stages on which Mezirow's transformative learning model operates?
..... **Content, Process and Premise reflection**
3. A learning principle developed by Thorndike and later expounded on by Skinner which suggests that if you work hard and then receive a promotion and pay raise, you will be more likely to continue to put in more effort at work?
..... **The law of effect**
4. Two criticisms of Bandura's social cognitive theory?
.....including but not limited to:
 - the social cognitive theory is that it is *not a unified* theory (the different aspects of the theory may not be connected).
 - The theory is *so broad* that not all of its component parts are fully understood and integrated into a single explanation of learning.
 - The theory is limited in that *not all social learning can be directly observed*. Because of this, it can be difficult to quantify the effect that social cognition has on development.
 - this theory tends to *ignore maturation* throughout the lifespan. Because of this, the understanding of how a child learns through observation and how an adult learns through observation are not differentiated, and factors of development are not included.
5. An example of how (social) constructivist principles can be translated in teaching practice to optimise learning?
"Problem-solving, authentic learning, collaborative/cooperative learning, critical reflection on learning experience, providing formative feedback, acknowledging students' learning, allowing students to evaluate themselves". Etc.

Activity 3: In an explanatory paragraph or a diagrammatic representation describe (stages of) the learning process as explicated in Information Processing Theory (IPT) versus Gibbs' Reflective Cycle (1988) (6.5)

Criteria:

- Spelling and grammatical accuracy
- Discussion of both learning models
- Demonstration of how both models relate and differ