

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF EDUCATION (ARTS)

EDP 301: PSYCHOLOGY OF LEARNING AND TEACHING

DATE: 27TH MARCH 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. DO NOT write on this question paper.
3. This paper contains SIX (6) questions.
4. Question ONE is compulsory.
5. Answer any other THREE questions.
6. Question ONE carries 25 MARKS and the rest carry 15 MARKS each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

HOW COLLEGES TODAY ARE SUPPORTING STUDENT MENTAL HEALTH

"Why are we ignoring our college students, yet Counseling department have been established in all colleges due to the realization that everybody needs assistance for optimum mental health?" a frustrated colleague asked me last week. With so much focus on social-emotional learning, trauma-sensitive classrooms, and student well-being, my friend argued passionately that young adults need our attention, too. With demands for mental health support typically exceeding resources, how are colleges and universities addressing student well-being both inside and outside of the classroom? Colleges provide orientation sessions on drug and alcohol use, sexual violence prevention, and other student health and lifestyle topics, so why not address mental health more directly? Approaches vary from traditional presentations and panel discussions, to role plays, short videos, and student testimonials followed by small group discussions. Here, students learn how to recognize mental illness symptoms, where to find resources and support, and how to talk to friends who might be struggling. Some institutions have had to counter the stigma associated with mental health so as to encourage students to monitor their mental health the same way they monitor their physical health. To that end, some universities are normalizing mental health check-ups by offering free, readily accessible screenings for their students.

Programs like This Way Up, designed by Professor Gavin Andrews and his team at St. Vincent's Hospital in Sydney (affiliated with the University of New South Wales), help students to better understand the emotions they are experiencing (e.g., fear, anxiety, stress, sadness), connect with a clinician who can supervise their progress, and take free self-help courses online (like "Coping with Stress," "Intro to Mindfulness," or "Managing Insomnia").

As universities are also noting a decline in student resilience—the ability to bounce back from negative experiences—Florida State University recently launched an online trauma resilience training tool developed through the Institute of Family Violence Studies and their College of Social Work. The Student Resilience Project developers recognized that many students coming to their university have experienced

"significant family and community stress" and that stress can affect their learning. Florida State University now requires all incoming freshmen and transfer students to participate in the training, which features videos, animations, and TED-talk-style informational sessions to foster student strengths and coping strategies.

Universities have also noted an increase in the use of drugs, with adverse effects on their social behaviour. There have also been some consequences, with students playing truant within the semester, and only appearing during Exams. The reduction of upper grades is a manifestation of the students' absence from class, as well as the inability to pay attention during classes due to inadequate sleep. Lecturers who had learnt to plan their classes in a way that takes care of the realities of the learning curve were at a loss on how to deal with students who came to class already tired, and unable to sustain their attention right from the beginning of the class.

A few of their campus-wide offerings include mindfulness workshops for new faculty and resident assistants as well as to cope with the emerging realities; weekly yoga and mindfulness classes for students, faculty, and staff; and a curated collection of mindfulness and well-being resources at their university library. Some institutions had taken a more preventive approach to mental health challenges by promoting physical exercise and sports, student resilience throughout the school year. In light of the shortage of mental health providers on campuses, online resources and programmatic events like these seem to fill a crucial need. However, many students still prefer face-to-face support. Apart from supporting peer-led efforts and other campus initiatives, college instructors and professors can encourage student well-being by directly modeling preventive strategies and coping skills in class. If you are a professor, however, you may wonder how you could possibly squeeze another learning objective into your syllabus.

The mental health struggles our students face may feel daunting at times, but there are so many opportunities to pitch in and offer our support. We can play a role as mental health advocates by talking more openly about mental health symptoms, sharing available resources, regularly modeling practices that enhance daily well-being, and actively participating in campus-wide advocacy efforts. As many of these programs encourage honest and supportive conversations about mental health, let's do our best to be available and pay attention. When young adults do open up and share, we need to do all we ³ can to listen.

Required:

- a) Discuss the Characteristics of mental health amongst students (10 Marks)
- b) Justify the importance of mental health amongst college students (10 Marks)
- c) *"Lecturers who had learnt to plan their classes in a way to take care of the realities of the learning curve were at a loss on how to deal with students who came to class already tired ..."*
- Demonstrate the five stages of the learning curve. (5 Marks)

QUESTION TWO

- a) Examine the scope of by Education Psychology. (10 Marks)
- b) Discuss the factors that can cause a learning plateau. (5 Marks)

QUESTION THREE

- a) Assess five types of thinking that teachers must be conversant with. (10 Marks)
- b) Analyze any five factors that affect attention. (5 Marks)

QUESTION FOUR

- a) Justify the importance of developing group dynamics in learning. (7 Marks)
- b) Discuss four ways in which memory can be analyzed. (8 Marks)

QUESTION FIVE

- a) Assess the importance of mental health to a student. (9 Marks)
- b) Justify why it is important for educationists to be conversant with the theory of operant conditioning. (6 Marks)

QUESTION SIX

- a) Propose any ten methods that can enhance creativity in pupils. (10 Marks)
- b) Analyze five types of intelligence tests. (5 Marks)