

Educational Psychology Practice Test 2

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Pavlov and Classical Conditioning

Q1. In classical conditioning, learning is shown when:

- (A) A voluntary action is followed by a reward
- (B) A pupil deliberately practises a skill many times
- (C) A response is shaped step by step toward a target
- (D) A previously neutral stimulus comes to elicit a response through association

Q2. In Pavlov's experiment, food placed in the dog's mouth naturally caused salivation. The food was the:

- (A) Unconditioned stimulus
- (B) Conditioned stimulus
- (C) Conditioned response
- (D) Neutral stimulus after conditioning

Q3. After repeated pairing of bell and food, the dog salivated to the bell alone. That salivation to the bell is the:

- (A) Unconditioned stimulus
- (B) Neutral response
- (C) Conditioned response
- (D) Operant response

Q4. A pupil begins to feel nervous when the teacher picks up a test paper, because test papers have often been followed by difficult timed tests. The test paper here functions as a:

- (A) Neutral stimulus with no learned association
- (B) Conditioned stimulus
- (C) Unconditioned stimulus
- (D) Positive reinforcer

Q5. A child who was frightened by a loud noise in a science laboratory now feels uneasy in any laboratory room. This spread of the response to similar settings is called:

- (A) Extinction
- (B) Stimulus generalisation
- (C) Spontaneous recovery
- (D) Discrimination training

Q6. A pupil is anxious about mathematics tests but calm during English tests. The pupil is showing:

- (A) Stimulus generalisation
- (B) Extinction
- (C) Stimulus discrimination
- (D) Higher-order conditioning

Q7. If a bell is rung repeatedly without food, the dog's salivation to the bell gradually decreases. This process is called:

- (A) Extinction
- (B) Generalisation
- (C) Acquisition
- (D) Discrimination

Q8. After extinction, a conditioned response sometimes reappears weakly after a rest period. This is called:

- (A) Acquisition
- (B) Generalisation
- (C) Discrimination
- (D) Spontaneous recovery

Q9. The stage in classical conditioning when the association between bell and food is first being formed is called:

- (A) Acquisition
- (B) Extinction
- (C) Spontaneous recovery
- (D) Discrimination

Q10. A teacher wants to reduce a pupil's fear of speaking in class. Using classical conditioning ideas, the most appropriate approach is to:

- (A) Punish the pupil for silence
- (B) Remove all speaking tasks permanently
- (C) Test the pupil in front of the whole school at once
- (D) Pair speaking tasks gradually with calm, supportive and successful experiences

Q11. A pupil who liked a subject begins to dislike it after repeated boring and stressful lessons in that subject. This change is best explained by:

- (A) Operant shaping alone
- (B) Classical conditioning of an emotional response
- (C) Trial and error in a puzzle box
- (D) The law of readiness alone

Q12. In classical conditioning, the unconditioned response is a response that:

- (A) Must be taught through rewards
- (B) Appears only after extensive shaping
- (C) Occurs naturally without prior conditioning
- (D) Is always voluntary and deliberate

Q13. A school bell that once signalled the start of a pleasant activity now makes pupils cheerful even before the activity begins. The bell has become a:

- (A) Punisher
- (B) Negative reinforcer
- (C) Conditioned stimulus
- (D) Operant stimulus only

Q14. Which classroom example is a classical conditioning effect rather than an operant effect?

- (A) A pupil works hard to earn extra marks
- (B) A pupil feels anxious on hearing the word "test" because tests have often meant stress
- (C) A pupil practises handwriting to earn praise
- (D) A pupil repeats a behaviour because it removed an unpleasant task

Q15. Pavlov's work is most relevant to a teacher dealing with:

- (A) Pupils' ability to memorise long lists of facts
- (B) Pupils' deliberate choices about which subjects to study
- (C) Pupils' moral reasoning about right and wrong
- (D) Pupils' learned likes, dislikes, fears and attitudes toward school situations

Q16. For classical conditioning to occur, the neutral stimulus and the unconditioned stimulus must usually be:

- (A) Presented repeatedly in close association
- (B) Presented only once in a lifetime
- (C) Kept entirely separate in time
- (D) Accompanied by a reward for voluntary action

Q17. A pupil is afraid of all teachers after a harsh experience with one teacher. A teacher who wants to help should recognise this as generalisation and respond by:

- (A) Avoiding the pupil completely
- (B) Punishing the pupil for fear
- (C) Telling the pupil that fear is not allowed
- (D) Building separate positive experiences with different teachers over time

Q18. Which statement best distinguishes classical from operant conditioning?

- (A) Classical conditioning uses rewards and operant conditioning uses association only
- (B) Both deal only with reflexes
- (C) Classical conditioning links a stimulus to a response, while operant conditioning links voluntary behaviour to its consequences
- (D) Operant conditioning never involves learning

Thorndike: Trial and Error and the Laws of Learning

Q19. Thorndike placed a hungry cat in a puzzle box with food outside. The cat's learning was shown mainly by:

- (A) A gradual fall in the time taken to escape over repeated trials
- (B) Sudden understanding without any attempts
- (C) Imitation of another cat only
- (D) Refusal to try after the first failure

Q20. In trial and error learning, unsuccessful responses are mainly:

- (A) Repeated forever
- (B) Gradually eliminated while successful responses are retained
- (C) Rewarded to keep the learner trying
- (D) Ignored because they never occur

Q21. A pupil tries several ways to solve a word problem, discards the wrong approaches and keeps the method that gives the correct answer. This is an example of:

- (A) Trial and error learning
- (B) Classical conditioning of a reflex
- (C) Learning by insight alone
- (D) Learning by memorising a rule without trying it

Q22. Thorndike's law of readiness states that learning is most effective when:

- (A) The learner is forced to learn before being ready
- (B) The learner is mentally and physically ready and willing to act
- (C) The learner is tired and distracted
- (D) The material is far above the learner's level

Q23. A teacher introduces fractions only after pupils have mastered whole-number division. This decision best reflects:

- (A) The law of effect only
- (B) The law of exercise only
- (C) The law of readiness
- (D) The principle of extinction

Q24. According to the law of effect, a pupil is most likely to repeat a study habit that:

- (A) Led to confusion and failure
- (B) Was never noticed by anyone
- (C) Was punished severely each time
- (D) Led to success and satisfaction

Q25. A teacher gives regular short practice in spellings rather than one long session at the end of term. This best illustrates:

- (A) The law of readiness only
- (B) Spontaneous recovery
- (C) The law of exercise
- (D) Stimulus discrimination

Q26. Thorndike's law of exercise includes both the law of use and the law of:

- (A) Readiness
- (B) Effect
- (C) Insight
- (D) Disuse

Q27. A pupil who stops practising tables for months finds them harder to recall. Thorndike would explain this mainly through the law of:

- (A) Effect
- (B) Disuse
- (C) Readiness
- (D) Generalisation

Q28. Which classroom practice best applies Thorndike's law of effect?

- (A) Giving prompt, satisfying feedback for correct work so the pupil repeats the effort
- (B) Giving no feedback at all on any work
- (C) Punishing every attempt, correct or not
- (D) Changing the subject every few minutes

Q29. A teacher who forces a young child to learn abstract algebra before the child has the needed number concepts is most likely to violate:

- (A) The law of exercise
- (B) The law of readiness
- (C) The law of effect
- (D) The principle of shaping

Q30. Thorndike's connectionism views learning mainly as the formation of:

- (A) Unconscious wishes
- (B) Mental images alone
- (C) Sudden insights without practice
- (D) Bonds between a stimulus situation and a response

Q31. A pupil tries different spellings, keeps the one the teacher marks correct, and uses it again in later writing. Thorndike would describe this as learning through:

- (A) Trial and error with the successful response stamped in by its result
- (B) Conditioning of a reflex by a bell
- (C) Pure imitation without any attempt
- (D) Memorising the whole dictionary at once

Q32. Which is a fair criticism of Thorndike's trial and error account when applied to all classroom learning?

- (A) It explains every kind of learning perfectly
- (B) It requires no practice at all
- (C) It underplays understanding, insight and meaningful organisation of material
- (D) It proves that feedback never matters

Skinner: Operant Conditioning, Reinforcement and Schedules

Q33. In operant conditioning, the term "operant" refers to:

- (A) Voluntary behaviour that operates on the environment and is affected by its consequences
- (B) A reflex that cannot be changed
- (C) A stimulus presented before any behaviour
- (D) A punishment given before learning begins

- Q34. A teacher gives a pupil a star for neat written work, and neat work increases. The star is a:**
- (A) Negative reinforcer
 - (B) Punisher
 - (C) Positive reinforcer
 - (D) Conditioned stimulus for fear
- Q35. A pupil who finishes homework early is excused from an extra drill task, and early finishing increases. This is an example of:**
- (A) Positive punishment
 - (B) Extinction
 - (C) Positive reinforcement
 - (D) Negative reinforcement
- Q36. A teacher scolds a pupil for talking, and talking decreases. The scolding here is acting as:**
- (A) A positive reinforcer
 - (B) A punisher
 - (C) A negative reinforcer
 - (D) A neutral stimulus
- Q37. A pupil loses break-time privileges after repeatedly disrupting the class, and disruption decreases. This is best classified as:**
- (A) Positive reinforcement
 - (B) Negative reinforcement
 - (C) Extinction of a reflex
 - (D) Negative punishment (removal of a pleasant stimulus)
- Q38. The key difference between negative reinforcement and punishment is that negative reinforcement:**
- (A) Always uses physical punishment
 - (B) Increases a behaviour by removing an unpleasant condition
 - (C) Decreases a behaviour by adding a pleasant stimulus
 - (D) Has no effect on behaviour at all
- Q39. A primary reinforcer is one that satisfies a basic need, such as food or rest. A secondary reinforcer, such as praise or marks, works because it:**
- (A) Is present from birth
 - (B) Has no connection with any primary reinforcer
 - (C) Has become associated with primary reinforcers or valued outcomes
 - (D) Punishes the learner
- Q40. In Skinner's work, a rat pressing a lever to obtain food is an example of:**
- (A) Operant behaviour shaped by its consequence
 - (B) A conditioned reflex to a bell
 - (C) Trial and error in a puzzle box only
 - (D) Insight learning without any consequence

Q41. A teacher reinforces every correct answer during the first week of a new topic. This schedule is called:

- (A) Variable ratio schedule
- (B) Fixed interval schedule
- (C) Continuous reinforcement
- (D) Variable interval schedule

Q42. A teacher praises a pupil after every fifth correct answer, regardless of how long it takes. This is a:

- (A) Fixed ratio schedule
- (B) Fixed interval schedule
- (C) Variable ratio schedule
- (D) Variable interval schedule

Q43. A pupil checks for the teacher's feedback more and more often as a weekly test approaches, because feedback is given at a set time each week. This pattern best fits a:

- (A) Fixed ratio schedule
- (B) Variable ratio schedule
- (C) Continuous schedule
- (D) Fixed interval schedule

Q44. A teacher sometimes praises a pupil after three correct answers, sometimes after seven, with no fixed pattern. This unpredictable number-based schedule is a:

- (A) Fixed ratio schedule
- (B) Variable ratio schedule
- (C) Fixed interval schedule
- (D) Continuous schedule

Q45. Which reinforcement schedule usually produces the most persistent behaviour that is hardest to extinguish?

- (A) Continuous reinforcement only
- (B) Partial (intermittent) reinforcement, especially variable ratio
- (C) No reinforcement at all
- (D) Punishment on every occasion

Q46. A teacher stops praising a pupil's hand-raising, and hand-raising gradually declines. In operant terms this decline is:

- (A) Extinction
- (B) Generalisation
- (C) Shaping
- (D) Discrimination

Q47. Shaping in the classroom means:

- (A) Punishing all incorrect answers at once
- (B) Giving the full task with no steps
- (C) Waiting until the pupil performs perfectly before any feedback
- (D) Reinforcing successive approximations toward the desired behaviour

Q48. Skinner's concept of programmed instruction is based mainly on:

- (A) Long lectures with no pupil response
- (B) Memorising without feedback
- (C) Small steps, active pupil response and immediate feedback
- (D) Testing only at the end of the year

Behaviour Modification in the Classroom

Q49. A teacher sets a clear target behaviour, records how often it occurs now, and then changes consequences to increase it. This systematic process is called:

- (A) Introspection
- (B) Case history writing only
- (C) Curriculum planning only
- (D) Behaviour modification

Q50. The first step in a classroom behaviour modification plan should be to:

- (A) Punish the pupil at once
- (B) Change the whole timetable
- (C) Define the target behaviour clearly and measure its present level
- (D) Remove the pupil from the class permanently

Q51. A token economy in a classroom works by:

- (A) Giving tokens for any behaviour, wanted or not
- (B) Awarding tokens for desired behaviour that pupils can later exchange for valued privileges or rewards
- (C) Taking tokens away for good behaviour
- (D) Using tokens only as punishment

Q52. A teacher wants to increase on-task behaviour. The most behaviourist-consistent plan is to:

- (A) Reinforce on-task behaviour promptly and consistently while ignoring minor attention-seeking disruption where safe to do so
- (B) Reinforce disruption so pupils feel noticed
- (C) Give no feedback on any behaviour
- (D) Punish on-task behaviour

Q53. A pupil completes classwork only when the teacher stands nearby. The teacher gradually increases the distance and time before checking, while still reinforcing completed work. This technique is best described as:

- (A) Fading prompts and support gradually
- (B) Punishing dependence
- (C) Extinction of all work
- (D) Classical conditioning of fear

Q54. When a teacher reinforces a behaviour that is incompatible with disruption, such as staying seated and working, instead of reinforcing disruption, she is using:

- (A) Positive punishment
- (B) Differential reinforcement of incompatible behaviour
- (C) Negative reinforcement of disruption
- (D) Continuous punishment

Q55. A behaviour modification plan fails because reinforcement is given late, rarely and inconsistently. The most likely reason for failure is:

- (A) The target behaviour was defined too broadly for the pupil to understand
- (B) The pupil's classmates did not follow the same plan
- (C) The plan was introduced without consulting the pupil's parents
- (D) Reinforcement was not immediate, sufficient or consistent

Q56. A teacher praises effort and improvement rather than only perfect scores. From a behaviourist view, this is wise because:

- (A) Perfect scores need no reinforcement
- (B) Effort is unrelated to learning
- (C) Reinforcing effort and progress strengthens the behaviour that leads to mastery
- (D) Praise always harms learning

Q57. Which approach to a pupil who shouts out answers is most consistent with behaviour modification?

- (A) Shout back louder each time
- (B) Ignore the pupil's learning needs entirely
- (C) Teach and reinforce hand-raising, and do not give the shouting the attention it seeks
- (D) Remove all questions from lessons

Q58. A teacher records that a pupil was on task in 3 of 10 intervals before an intervention and 8 of 10 after it. The best conclusion is that:

- (A) The intervention had no effect
- (B) The recording method was useless
- (C) The pupil's ability changed permanently in one day
- (D) The data suggest the intervention was associated with improved on-task behaviour, pending further checks

Q59. The main ethical caution in classroom behaviour modification is to:

- (A) Use reinforcement and consequences fairly, transparently and without humiliation or harm
- (B) Hide the plan from pupils and parents
- (C) Use the harshest punishment available first
- (D) Apply consequences only to some pupils for the same behaviour without reason

Q60. A balanced behaviourist classroom plan would combine:

- (A) Punishment alone with no reinforcement
- (B) Clear expectations, prompt reinforcement of desired behaviour, consistent consequences and gradual fading of support
- (C) No rules and no feedback
- (D) Reinforcement only for perfect work and nothing else

Answer Key

Q1: D	Q11: B	Q21: A	Q31: A	Q41: C	Q51: B
Q2: A	Q12: C	Q22: B	Q32: C	Q42: A	Q52: A
Q3: C	Q13: C	Q23: C	Q33: A	Q43: D	Q53: A
Q4: B	Q14: B	Q24: D	Q34: C	Q44: B	Q54: B

Q5: B	Q15: D	Q25: C	Q35: D	Q45: B	Q55: D
Q6: C	Q16: A	Q26: D	Q36: B	Q46: A	Q56: C
Q7: A	Q17: D	Q27: B	Q37: D	Q47: D	Q57: C
Q8: D	Q18: C	Q28: A	Q38: B	Q48: C	Q58: D
Q9: A	Q19: A	Q29: B	Q39: C	Q49: D	Q59: A
Q10: D	Q20: B	Q30: D	Q40: A	Q50: C	Q60: B

Worked explanations for all 60 questions:

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