

Western Governors University (WGU) EDUC5074 D307 Educational Psychology and Human Development of Children and Adolescents Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. When Eva needed to reboot her computer, what intelligence was she demonstrating?**
 - A. Analytical intelligence**
 - B. Creative intelligence**
 - C. Practical intelligence**
 - D. Social intelligence**

- 2. Classical conditioning occurs when a neutral stimulus becomes a conditioned response because of:**
 - A. Time intervals**
 - B. Continuous pairings**
 - C. Reinforcement**
 - D. Discrimination**

- 3. What are the potential effects of bullying on child development?**
 - A. Increased social interaction**
 - B. High self-esteem and academic success**
 - C. Anxiety, depression, and low self-esteem**
 - D. Improved emotional resilience**

- 4. Which of the following best describes someone with high bodily-kinesthetic intelligence?**
 - A. They excel in interpersonal relationships.**
 - B. They have strong abilities in using their physical skills effectively.**
 - C. They can handle abstract mathematical concepts easily.**
 - D. They understand emotional cues very well.**

- 5. Which example would best represent formative assessment in a classroom?**
 - A. A final exam to evaluate overall knowledge.**
 - B. Weekly quizzes that count for a large percentage of the grade.**
 - C. Observing students work during a hands-on activity.**
 - D. Collecting multiple-choice tests at the end of the semester.**

- 6. How does motivation influence learning in children and adolescents?**
- A. It plays no significant role**
 - B. It affects engagement and persistence in learning**
 - C. It only matters for older students**
 - D. It is the same for all learners**
- 7. Which term is used to describe the psychological processes that support motivation and goal-setting?**
- A. Cognitive Development**
 - B. Affective Learning**
 - C. Motivational Psychology**
 - D. Psychosocial Development**
- 8. What cognitive benefits are associated with bilingualism?**
- A. Increased vocabulary in a single language**
 - B. Improved cognitive flexibility and executive function**
 - C. Decreased attention span**
 - D. Reduced problem-solving abilities**
- 9. What strategy does Dr. Thomas use to show her students the benefits of studying?**
- A. Direct feedback**
 - B. Group studies**
 - C. Peer teaching**
 - D. Independent reading**
- 10. Which scenario best illustrates a constructivist approach in the classroom?**
- A. A teacher provides a lecture and assigns textbook reading.**
 - B. Students work individually on worksheets without discussion.**
 - C. Mrs. Kalani has students sort objects and discuss their reasoning.**
 - D. Students take a standardized test on geometric figures.**

Answers

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1. C
2. B
3. C
4. B
5. C
6. B
7. C
8. B
9. A
10. C

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Explanations

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1. When Eva needed to reboot her computer, what intelligence was she demonstrating?

- A. Analytical intelligence**
- B. Creative intelligence**
- C. Practical intelligence**
- D. Social intelligence**

The demonstration of practical intelligence in the scenario where Eva needed to reboot her computer reflects her ability to solve everyday problems and adapt to changing situations effectively. Practical intelligence involves the skills necessary to manage real-world tasks and situations, often referred to as "street smarts." By recognizing that rebooting her computer was a solution to her problem, Eva showcased her ability to apply knowledge and experience to navigate practical issues in her environment. This form of intelligence contrasts with analytical intelligence, which focuses more on academic problem-solving and logical reasoning, and creative intelligence, which emphasizes innovation and the ability to generate new ideas. Social intelligence, on the other hand, pertains to the capacity to understand and navigate social situations, interact with others, and manage social relationships. In this context, Eva's action is primarily rooted in practical intelligence, as it involves a straightforward, technical response to a problem she encountered.

2. Classical conditioning occurs when a neutral stimulus becomes a conditioned response because of:

- A. Time intervals**
- B. Continuous pairings**
- C. Reinforcement**
- D. Discrimination**

The process of classical conditioning is fundamentally about learning through associations between stimuli. A neutral stimulus becomes a conditioned stimulus when it is consistently paired with an unconditioned stimulus that naturally elicits a response. This consistent pairing allows the neutral stimulus to evoke a conditioned response on its own, thus transforming its role in the learning process. Continuous pairings refer to the repeated and consistent exposure of the neutral stimulus alongside the unconditioned stimulus. This repetition is critical because it strengthens the association between the two stimuli, leading to the establishment of the conditioned response in the presence of the previously neutral stimulus. For instance, if a bell (neutral stimulus) is consistently rung right before food (unconditioned stimulus) is presented to a dog, eventually the dog will begin to salivate (conditioned response) just to the sound of the bell, even when no food is presented. In contrast, the other options pertain to different concepts within the learning framework. Time intervals might affect the timing of when stimuli are presented but do not themselves ensure that a neutral stimulus will become conditioned. Reinforcement applies more aptly to operant conditioning rather than classical conditioning, as it involves consequences following a behavior. Discrimination relates to the ability to differentiate between similar stimuli and is more about

3. What are the potential effects of bullying on child development?

- A. Increased social interaction
- B. High self-esteem and academic success
- C. Anxiety, depression, and low self-esteem**
- D. Improved emotional resilience

The selected answer is accurate because bullying has significant negative effects on child development, often leading to anxiety, depression, and low self-esteem in victims. When children are bullied, they may experience chronic stress and fear, which can impede their emotional and psychological development. This distress can manifest in various ways, including withdrawal from social situations, an increase in feelings of worthlessness, and difficulties in forming and maintaining relationships. Research extensively highlights that children who are bullied may struggle academically as their mental health declines. These negative experiences can also alter their perceptions of themselves and their abilities, further contributing to a cycle of low self-esteem. As children endure these challenges, the impact can affect not only their immediate well-being but also their long-term development and ability to cope with future stresses. In contrast, the other options suggest positive outcomes that do not typically arise from experiences of bullying. For instance, increased social interaction and high self-esteem are generally characteristics found in healthy social environments, whereas bullying creates isolation and emotional distress. Similarly, improved emotional resilience is usually a result of supportive experiences and healthy coping strategies, which are often undermined by the harmful effects of bullying.

4. Which of the following best describes someone with high bodily-kinesthetic intelligence?

- A. They excel in interpersonal relationships.
- B. They have strong abilities in using their physical skills effectively.**
- C. They can handle abstract mathematical concepts easily.
- D. They understand emotional cues very well.

The description of someone with high bodily-kinesthetic intelligence is accurately captured by the emphasis on strong abilities in using physical skills effectively. Individuals with this type of intelligence excel in activities that involve physical coordination, reflexes, and dexterity. They often are skilled in sports, dancing, crafts, or any tasks that require fine motor skills. This intelligence reflects a heightened awareness of their body movements and the ability to express thoughts and feelings through physical actions. Bodily-kinesthetic intelligence also entails problem-solving through movement and hands-on activities, which is distinct from the skills associated with interpersonal relationships, abstract mathematical concepts, or understanding emotional cues, which are relevant to other intelligences such as interpersonal, logical-mathematical, and emotional intelligence, respectively. Thus, the focus on physical skill effectiveness within this type of intelligence highlights the unique attributes that define bodily-kinesthetic learners.

5. Which example would best represent formative assessment in a classroom?

- A. A final exam to evaluate overall knowledge.**
- B. Weekly quizzes that count for a large percentage of the grade.**
- C. Observing students work during a hands-on activity.**
- D. Collecting multiple-choice tests at the end of the semester.**

Formative assessment is designed to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to enhance their learning throughout the educational process. Observing students work during a hands-on activity is a prime example of formative assessment because it allows the teacher to assess students' understanding and skills in real-time. The instructor can identify misconceptions, offer prompts to help students think critically, and adjust instruction based on students' needs immediately. This approach emphasizes the process of learning and provides a dynamic interaction where feedback is given while the learning is still occurring. Unlike traditional assessments such as final exams or high-stakes testing, which evaluate what students have learned after the fact, formative assessments are focused on guiding and improving student performance as it happens. This makes it a powerful tool in the educational process, ensuring that learning is a continuous development rather than a final product.

6. How does motivation influence learning in children and adolescents?

- A. It plays no significant role**
- B. It affects engagement and persistence in learning**
- C. It only matters for older students**
- D. It is the same for all learners**

Motivation plays a crucial role in learning, particularly in how it affects engagement and persistence. When children and adolescents are motivated, they are more likely to participate actively in their learning experiences. This heightened engagement often leads to deeper understanding, increased effort, and a greater willingness to face challenges. Motivation can stem from various sources, including intrinsic factors, such as personal interest or a sense of achievement, and extrinsic factors, such as rewards or recognition. Persistent learners often display resilience when encountering obstacles, seeing them as opportunities for growth rather than as setbacks. In contrast, when motivation is low, students may exhibit disengagement, lack of interest, and a tendency to give up easily when faced with difficulties, which can significantly hinder their educational progress. The nuances of motivation are particularly critical in developmental contexts, as children and adolescents are still forming their identities and self-concepts. Therefore, understanding how motivation influences their learning strategies can help educators tailor their approaches to enhance student engagement and achievement.

7. Which term is used to describe the psychological processes that support motivation and goal-setting?

- A. Cognitive Development**
- B. Affective Learning**
- C. Motivational Psychology**
- D. Psychosocial Development**

The term that describes the psychological processes that support motivation and goal-setting is Motivational Psychology. This field examines the factors that drive individuals to act and engage in specific behaviors, particularly in relation to achieving personal and academic goals. It encompasses theories and concepts related to intrinsic and extrinsic motivation, self-efficacy, goal orientation, and the influences of reward systems on behavior. Understanding these processes is essential for fostering motivation in educational settings and helps educators and psychologists develop strategies to enhance student engagement and success. Cognitive Development focuses on how thinking and reasoning evolve over time, while Affective Learning emphasizes emotional aspects of learning, such as attitudes and feelings towards learning experiences. Psychosocial Development encompasses broader social and emotional growth throughout an individual's life, including identity formation and interpersonal relationships. While these concepts may play a role in the overall learning process, they do not specifically target the psychological mechanisms that drive motivation and goal-setting in the same way that Motivational Psychology does.

8. What cognitive benefits are associated with bilingualism?

- A. Increased vocabulary in a single language**
- B. Improved cognitive flexibility and executive function**
- C. Decreased attention span**
- D. Reduced problem-solving abilities**

Bilingualism is associated with several cognitive benefits, notably improved cognitive flexibility and enhanced executive function. Executive function refers to a set of mental processes that include working memory, flexible thinking, and self-control. Bilingual individuals often need to switch between two languages, manage interference from one language while using another, and make quick decisions about which language to use in a given context. This constant practice helps sharpen their cognitive skills, enabling them to adapt to new situations more effectively and engage in higher-level thinking. Research indicates that bilingual individuals display greater cognitive flexibility, allowing them to switch tasks more effortlessly and think creatively. This enhanced executive function also correlates with better problem-solving abilities and more robust attention control, making bilingualism a valuable asset for cognitive development. The other options do not align with the recognized cognitive advantages of bilingualism. While increased vocabulary in a single language may occur, it doesn't capture the broader cognitive improvements linked to bilingualism. Decreased attention span and reduced problem-solving abilities are contrary to the research findings, which illustrate that bilingual individuals often have advantages in these areas due to their cognitive training through language management.

9. What strategy does Dr. Thomas use to show her students the benefits of studying?

- A. Direct feedback**
- B. Group studies**
- C. Peer teaching**
- D. Independent reading**

Dr. Thomas uses direct feedback to demonstrate the benefits of studying, which plays a crucial role in reinforcing learning. When students receive feedback on their performance, they are able to understand their strengths and areas for improvement. This immediate and specific information helps students recognize the value of their study efforts and encourages them to engage more deeply with the material. Direct feedback fosters a growth mindset; students can see how their consistent study habits can lead to better results, thereby motivating them to continue focusing on their academic goals. In contrast, while strategies like group studies, peer teaching, and independent reading also provide valuable learning experiences, they don't inherently convey the impact of studying in the same direct manner. For example, group studies allow for collaboration, but without direct feedback, the individual benefits of studying can become less clear. Peer teaching engages students in teaching concepts they have learned, promoting understanding, but again does not directly convey the outcomes of studying. Independent reading fosters personal learning, but lacks the interaction and feedback that highlight the impact of study strategies. Thus, direct feedback stands out as the most effective method for Dr. Thomas to illustrate the advantages of studying.

10. Which scenario best illustrates a constructivist approach in the classroom?

- A. A teacher provides a lecture and assigns textbook reading.**
- B. Students work individually on worksheets without discussion.**
- C. Mrs. Kalani has students sort objects and discuss their reasoning.**
- D. Students take a standardized test on geometric figures.**

The scenario where Mrs. Kalani has students sort objects and discuss their reasoning exemplifies a constructivist approach because it emphasizes active learning and student engagement in the learning process. In constructivist classrooms, students are encouraged to explore concepts, manipulate materials, and construct their own understanding based on their experiences. Through sorting objects and discussing their thought processes, students engage in collaborative dialogue, which fosters critical thinking and helps them to make connections between concepts. This approach aligns with the key principles of constructivism, such as the importance of social interaction and the idea that knowledge is built through experience and reflection. By encouraging students to articulate their reasoning, Mrs. Kalani not only helps them to solidify their understanding but also promotes metacognition, allowing them to think about their own thinking processes. This active participation is at the heart of constructivist theory, positioning students as co-creators of knowledge rather than passive recipients.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://wgu-educ5074-d307.examzify.com>

We wish you the very best on your exam journey. You've got this!

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