

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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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. Which type of learning focuses more on the process than the final product?**
 - A. Project-Based Learning
 - B. Collaborative Learning
 - C. Cooperative Learning
 - D. Competency-Based Learning
- 2. 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
- 3. 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.
- 4. What type of memory involves the conscious recollection of facts and events, as demonstrated by Talia recalling state capitals?**
 - A. Implicit Memory
 - B. Working Memory
 - C. Explicit Memory
 - D. Procedural Memory
- 5. What is a key concept in Vygotsky's social development theory?**
 - A. Operational thought stages
 - B. Zone of Proximal Development (ZPD)
 - C. Behaviorism and reinforcement
 - D. Developing metacognitive skills

- 6. A behaviorist teacher struggles with short class periods. What could be an effective solution for this scenario?**
- A. Develop a longer lesson plan
 - B. Incorporate hands-on activities
 - C. Plan from the learner's perspective
 - D. Focus on standardized testing preparation
- 7. What defines ADHD as a neurodevelopmental disorder?**
- A. Consistent hyperfocus on tasks
 - B. Characterized by impulsivity and inattention
 - C. Inherent creativity and imagination
 - D. Uniform performance across all academic subjects
- 8. In which type of learning are activities typically led by the teacher?**
- A. Cooperative Learning
 - B. Collaborative Learning
 - C. Inquiry-Based Learning
 - D. Experiential Learning
- 9. Which approach focuses on exploring a question as the central theme of learning?**
- A. Cooperative Learning
 - B. Collaborative Learning
 - C. Direct Instruction
 - D. Discovery Learning
- 10. How can teachers foster resilience in their students?**
- A. By promoting a fixed mindset
 - B. By discouraging risk-taking
 - C. By encouraging positive adaptation to challenges
 - D. By establishing strict rules

Answers

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

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Explanations

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1. Which type of learning focuses more on the process than the final product?

- A. Project-Based Learning
- B. Collaborative Learning**
- C. Cooperative Learning
- D. Competency-Based Learning

The correct answer focuses on a teaching approach that emphasizes the interactions and shared experiences among learners as they engage in learning tasks together. Collaborative learning fosters an environment where students work in groups to explore and solve problems, with an emphasis on the dynamics of their interactions, communication, and the various perspectives each member brings. In this approach, the learning process—such as negotiation of ideas, shared responsibilities, and engagement with diverse viewpoints—is prioritized over the tangible outcome of a project or assignment. This emphasis on process helps develop critical skills such as teamwork, communication, and problem-solving, which are essential for lifelong learning. It allows learners to reflect on their interactions and the collaborative effort, making the experience as valuable, if not more so, than the final product they produce.

2. 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.

3. 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.

4. What type of memory involves the conscious recollection of facts and events, as demonstrated by Talia recalling state capitals?

- A. Implicit Memory
- B. Working Memory
- C. Explicit Memory**
- D. Procedural Memory

The correct answer is explicit memory, which refers to the conscious recollection of information such as facts and events. Talia's ability to recall state capitals clearly illustrates explicit memory in action. This type of memory is essential for tasks that require deliberate retrieval of information, such as answering questions or recalling specific experiences. Explicit memory is typically divided into two categories: episodic memory, which involves personal experiences and specific events, and semantic memory, which encompasses general knowledge and factual information, like the names of state capitals. Talia is engaging in semantic memory by recalling factual information. The other types of memory mentioned do not pertain to the conscious retrieval of information. Implicit memory involves unconscious processes and does not require active recall, such as riding a bike or typing on a keyboard. Working memory refers to the short-term capacity for holding and manipulating information in mind but is not specifically focused on the long-term storage and conscious retrieval of factual information. Procedural memory is another form of implicit memory, related to knowing how to perform certain tasks, and is not about recalling factual information. Therefore, explicit memory is the only type that accurately aligns with Talia's conscious recollection of state capitals.

5. What is a key concept in Vygotsky's social development theory?

- A. Operational thought stages
- B. Zone of Proximal Development (ZPD)**
- C. Behaviorism and reinforcement
- D. Developing metacognitive skills

Vygotsky's social development theory is fundamentally centered on the concept of the Zone of Proximal Development (ZPD). This concept refers to the range of tasks that a child can perform with the guidance and collaboration of a more knowledgeable other but cannot yet perform independently. The ZPD emphasizes the importance of social interaction in cognitive development, suggesting that learning is significantly enhanced when children engage with peers or adults who provide support, structure, and feedback. Within the ZPD, the child becomes capable of understanding concepts and mastering skills that are just beyond their current abilities with appropriate scaffolding. This highlights the role of social contexts in learning, which is a departure from views that focus strictly on individual cognitive processes. Vygotsky believed that cognitive functions develop through social interactions, which makes the Zone of Proximal Development a cornerstone of his theory and a key element in understanding how children learn and develop.

6. A behaviorist teacher struggles with short class periods. What could be an effective solution for this scenario?

- A. Develop a longer lesson plan
- B. Incorporate hands-on activities
- C. Plan from the learner's perspective**
- D. Focus on standardized testing preparation

Planning from the learner's perspective can be an effective solution for a behaviorist teacher dealing with short class periods because it emphasizes tailoring instruction to meet the needs and learning styles of students. This approach involves considering what engages students and how they can best grasp the content within a limited timeframe. By focusing on the learners' perspectives, a teacher can create concise, impactful lessons that prioritize essential concepts and skills. This method allows for flexibility and the inclusion of varied instructional strategies that cater to different learning preferences, which can be particularly beneficial in shorter class periods where time is limited. It ensures that lessons are not just informative but also engaging, potentially increasing students' motivation and retention of information. In contrast, developing a longer lesson plan might not address the challenge of short class periods, incorporating hands-on activities may require more time than available, and focusing on standardized testing preparation may detract from providing a personalized learning experience. Prioritizing the learners' needs can thus enhance the effectiveness of instruction in a constrained time frame.

7. What defines ADHD as a neurodevelopmental disorder?

- A. Consistent hyperfocus on tasks
- B. Characterized by impulsivity and inattention**
- C. Inherent creativity and imagination
- D. Uniform performance across all academic subjects

ADHD, or Attention-Deficit/Hyperactivity Disorder, is classified as a neurodevelopmental disorder primarily due to its core features, which include impulsivity and inattention. These characteristics are central to the diagnosis and manifestation of the disorder, affecting a person's ability to focus, control impulses, and manage their attention in various situations. This could manifest as difficulty in maintaining attention on tasks, following through on instructions, or organizing activities. The impulsivity aspect can lead to actions taken without forethought or consideration of consequences, further impacting daily functioning. These symptoms are not simply behavioral issues but are linked to the way the brain develops and processes information, which is why ADHD is classified within the realm of neurodevelopmental disorders. Other options do not accurately reflect the defining characteristics of ADHD. For example, hyperfocus on certain tasks may occur in individuals with ADHD but isn't a defining feature of the disorder, as it doesn't encompass the overall challenges faced by those with ADHD. Creativity and imagination can be present in individuals with ADHD but are not definitive criteria for the diagnosis. Uniform performance across all academic subjects is also not a characteristic of ADHD since individuals with this disorder often display variable performance levels, differing widely across disciplines.

8. In which type of learning are activities typically led by the teacher?

- A. Cooperative Learning**
- B. Collaborative Learning
- C. Inquiry-Based Learning
- D. Experiential Learning

Cooperative learning is characterized by structured group activities in which students work together to accomplish specific academic goals, and teacher guidance plays a significant role in this process. In this model, teachers often lead lessons and facilitate group tasks, providing guidance, support, and direction. This structured approach encourages students to rely on each other while still being under the teacher's supervision and leadership, which enhances learning outcomes and ensures that all students are engaged and contributing. In contrast, collaborative learning emphasizes students' shared responsibility for learning and allows for more peer-oriented interaction rather than direct teacher-led activities. Inquiry-based learning focuses on students investigating questions or problems under the guidance of the teacher, allowing for exploration and discovery but less direct control over structured activities. Experiential learning allows students to engage in hands-on experiences and reflections but relies more on self-directed exploration. Each of these approaches involves different levels of teacher involvement, with cooperative learning being specifically defined by activities led by the teacher.

9. Which approach focuses on exploring a question as the central theme of learning?

- A. Cooperative Learning
- B. Collaborative Learning**
- C. Direct Instruction
- D. Discovery Learning

The approach that emphasizes exploring a question as the central theme of learning is Discovery Learning. This educational method encourages students to learn concepts and principles through their own exploration and experimentation, allowing them to engage deeply with the material. In Discovery Learning, the process of inquiry is paramount; students are stimulated to ask questions, search for answers, and develop understanding through hands-on experiences and active engagement. Community-based approaches, such as Cooperative Learning and Collaborative Learning, involve students working together but do not specifically center on an exploratory question theme. Cooperative Learning focuses on small groups where each member contributes to a shared goal, while Collaborative Learning emphasizes group interaction and knowledge construction, but may not intrinsically involve a questioning focus. Direct Instruction is a structured approach with explicit teaching strategies, often focusing more on delivery of information rather than student-driven exploration. Thus, in the context of the question, Discovery Learning stands out as the method that prioritizes inquiry and exploration through questions, making it the correct answer.

10. How can teachers foster resilience in their students?

- A. By promoting a fixed mindset
- B. By discouraging risk-taking
- C. By encouraging positive adaptation to challenges**
- D. By establishing strict rules

Fostering resilience in students is essential for their ability to cope with challenges and setbacks. Encouraging positive adaptation to challenges involves teaching students how to approach difficulties with a growth mindset, viewing setbacks as opportunities for learning and development rather than as insurmountable obstacles. This process allows students to build coping strategies, emotional regulation skills, and problem-solving abilities, all of which contribute significantly to their resilience. When teachers promote positive adaptation, they help students understand that it is normal to face challenges and that perseverance can lead to success. This approach instills a sense of agency and empowers students to take on new challenges, thereby strengthening their resilience over time. In contrast, promoting a fixed mindset, discouraging risk-taking, or establishing strict rules can hinder students' motivation and limit their exploration and learning, which can negatively impact their ability to develop resilience.

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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