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Student: _____

1. According to the Conference Board of Canada's Employability Skills 2000+, the fundamental skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others, participating in projects and tasks, and working safely
- D. Being adaptable, participating in project and tasks, and thinking and solving problems

2. According to the Conference Board of Canada's Employability Skills 2000+, the personal management skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others, participating in projects and tasks, and working safely
- D. Being adaptable, participating in project and tasks, and thinking and solving problems

3. According to the Conference Board of Canada's Employability Skills 2000+, the teamwork skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others and participating in projects and tasks
- D. Being adaptable, participating in project and tasks, and working safely

4. The term P.O.W.E.R. Learning is a system designed to help people achieve their goals, based on five steps:

- A. Prepare, Organize, Work, Effort, Re-evaluate
- B. Prepare, Organize, Work, Evaluate, Rethink
- C. Plan, Organize, Work, Effort, Re-evaluate
- D. Prepare, Organize, Worry, Effect, Rethink

5. Saying that "one day, I'll learn a new language" is a goal that is

- A. Smart
- B. Specific
- C. Measurable
- D. Non-specific

6. Saying that "I will spend two hours less per week on gaming" is a goal that is

- A. Smart
- B. Revenue-based
- C. Measurable
- D. Non-specific

7. Saying that "I would like to win an Olympic goal medal" is a goal that is **not**

- A. Smart
- B. Revenue-based
- C. Motivated
- D. Achievable

8. Saying that "I would like to bring about world peace" is a goal that is **not**

- A. Smart
- B. Revenue-based
- C. Realistic
- D. Motivated

9. Saying that "I would like to graduate from college" is a goal that is **not**

- A. Time-bound
- B. Achievable
- C. Realistic
- D. Measurable

10. According to Malcolm Gladwell, to become a true master in a field requires the following number of hours of concentrated effort:

- A. 10
- B. 10,000
- C. 20
- D. 20,000

11. Which of these statements is true in regards to motivation?

- A. Effort produces success.
- B. Luck produces success.
- C. Brains produce success.
- D. Muscles produce success.

12. Which of these statements is **most** true in regards to motivation?

- A. You should take responsibility for your failures.
- B. You should take responsibility for your successes.
- C. You should take responsibility for your failures and your successes.
- D. You should not take responsibility for your failures.

13. Which of the four learning styles is associated with learning through the visual presentation of material in diagrams or pictures?

- A. Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

14. Which of the four learning styles is associated with learning through the visual presentation of material in a written format?

- A. Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

15. Which of the four learning styles is associated with learning through lectures and discussions?

- A. Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

16. Which of the four learning styles is associated with learning by doing?

- A. Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

17. Which of the eight striving styles enjoys logical discussions in study groups but dislikes tangents, and has high expectations of self and others?

- A. Leader
- B. Socializer
- C. Performer
- D. Adventurer

18. Which of the eight striving styles learns best in structured settings where he/she can discuss with his/her peers?

- A. Leader
- B. Socializer
- C. Performer
- D. Adventurer

19. Which of the eight striving styles learns best by engaging in discussions with teacher and other students?

- A. Leader
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20. Which of the eight striving styles learns best by doing, and by challenging teachers?

- A. Leader
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- D. Adventurer

21. Which of the eight striving styles struggles to assess the quality of his/her work, and learns best by getting to know and consulting with the teacher?

- A. Artist
- B. Intellectual
- C. Visionary
- D. Stabilizer

22. Which of the eight striving styles needs to have respect for the teacher and prefers to learn at his/her own pace?

- A. Artist
- B. Intellectual
- C. Visionary
- D. Stabilizer

23. Which of the eight striving styles learns through interaction with others, whether in person or through reading?

- A. Artist
- B. Intellectual
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24. Which of the eight striving styles learns best in a well-structured environment with clear, precise assignments?
- A. Artist
 - B. Intellectual
 - C. Visionary
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25. The predominant need of the striving style of a Leader is
- A. To be secure
 - B. To be connected
 - C. To be in control
 - D. To be perceptive
26. The predominant need of the striving style of a Socializer is
- A. To be recognized
 - B. To be perceptive
 - C. To be connected
 - D. To be secure
27. The predominant need of the striving style of a Performer is
- A. To be recognized
 - B. To be spontaneous
 - C. To be creative
 - D. To be knowledgeable
28. The predominant need of the striving style of an Adventurer is
- A. To be secure
 - B. To be perceptive
 - C. To be creative
 - D. To be spontaneous
29. The predominant need of the striving style of an Artist is
- A. To be recognized
 - B. To be creative
 - C. To be perceptive
 - D. To be knowledgeable

30. The predominant need of the striving style of an Intellectual is

- A. To be recognized
- B. To be creative
- C. To be perceptive
- D. To be knowledgeable

31. The predominant need of the striving style of a Visionary is

- A. To be in control
- B. To be perceptive
- C. To be secure
- D. To be knowledgeable

32. The predominant need of the striving style of a Stabilizer is

- A. To be secure
- B. To be in control
- C. To be connected
- D. To be recognized

33. According to psychologist Howard Gardner, we should be asking

- A. Are you smart?
- B. How smart are you?
- C. How are you smart?
- D. How do you know you are smart?

34. Interpersonal intelligence is found in learners with particularly strong skills

- A. Involving interacting with others
- B. Involved in the understanding of oneself
- C. Relating to music
- D. In classifying patterns in nature

35. Intrapersonal intelligence is found in learners with particularly strong skills

- A. Involving interacting with others
- B. Involved in the understanding of oneself
- C. In the production and use of language
- D. In spatial configurations

36. Which of the following statements is **false**?

- A. You have a variety of learning styles, striving styles, and intelligences.
- B. Your style reflects your preferences regarding which abilities you like to use, not the abilities themselves.
- C. Your style never changes over the course of your life.
- D. You should work on improving your less-preferred styles.

37. Which of the following statements is **false**?

- A. You have a variety of learning styles, striving styles, and intelligences.
- B. Your style reflects your preferences regarding which abilities you like to use, not the abilities themselves.
- C. Your style may change over the course of your life.
- D. You should always use the styles that you prefer so that you become even stronger in those styles.

38. Which of the following statements is **false**?

- A. Dyslexia is a learning disability.
- B. Attention deficit hyperactivity disorder is a learning disability.
- C. There is a relationship between learning disabilities and IQ.
- D. There is no relationship between learning disabilities and IQ.

39. What percentage of adults has ADHD?

- A. 1-3
- B. 3-5
- C. 5-7
- D. 7-9

40. Which learning disability did Albert Einstein suffer from?

- A. Auditory processing disorder
- B. Dyslexia
- C. ADHD
- D. Narcolepsy

41. Most first-year college students attend college because a mentor or role model encouraged them to go.

True False

42. On average, college and university graduates earn about 50% more than high school graduates over their working lifetime.

True False

43. Chinese philosopher Lao Tzu said that travellers taking a long journey must begin with a single step.

True False

44. The SMART approach to goal setting emphasizes that goals should be specific, measurable, accessible, revenue-based, and time-bound.

True False

45. The SMART approach to goal setting emphasizes that goals should be specific, measurable, achievable, realistic, and time-bound.

True False

46. The two kinds of organization that you need to engage in to achieve your goals are physical and mental.

True False

47. If you have a read/write learning style, you may learn better if you incorporate movement into your study.

True False

48. If you have an auditory/verbal style, you may learn better if you work with others in a group to talk through the material.

True False

49. Your striving style is a mode of thought and behaviour driven by a predominant need that directs the way you seek satisfaction from your life.

True False

50. Interpersonal intelligence relates to a particularly strong understanding of the internal aspects of oneself and having access to one's own feelings and emotions.

True False

51. There are many reasons for pursuing a college or university education. List five of them.

52. The Conference Board of Canada's Employability Skills 2000+ outlines three categories of skills that most Canadian employers are looking for when hiring. Describe one of these three categories and the skills within them.

53. List the steps in the SMART approach to goal setting.

54. Describe the two kinds of organization required in P.O.W.E.R. Learning and give examples of each.

55. Define motivation, and list some tips for keeping your motivation alive.

56. Define the step of evaluation in the P.O.W.E.R. process, and list some ways that you might take this step.

57. Define the step of rethinking in the P.O.W.E.R. process, and list some of the ways that you might take this step.

58. List the four learning styles and give an example of effective studying or for learning new skills on the job that fits each learning style.

59. List the eight striving styles and give an example of how each style learns.

60. List the eight different forms of intelligence according to psychologist Howard Gardner and give an example of how the intelligence may be used to study.

c1 Key

1. (p. 6) According to the Conference Board of Canada's Employability Skills 2000+, the fundamental skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others, participating in projects and tasks, and working safely
- D. Being adaptable, participating in project and tasks, and thinking and solving problems

Feldman - Chapter 01 #1

Learning Objective: 01-02 List the skills; attitudes; and behaviours valued by Canadian employers.

2. (p. 6) According to the Conference Board of Canada's Employability Skills 2000+, the personal management skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others, participating in projects and tasks, and working safely
- D. Being adaptable, participating in project and tasks, and thinking and solving problems

Feldman - Chapter 01 #2

Learning Objective: 01-02 List the skills; attitudes; and behaviours valued by Canadian employers.

3. (p. 6) According to the Conference Board of Canada's Employability Skills 2000+, the teamwork skills sought by employers include:

- A. Communication, managing information, and using numbers
- B. Demonstrating a positive attitude, being responsible, and being adaptable
- C. Working with others and participating in projects and tasks
- D. Being adaptable, participating in project and tasks, and working safely

Feldman - Chapter 01 #3

Learning Objective: 01-02 List the skills; attitudes; and behaviours valued by Canadian employers.

4. (p. 5) The term P.O.W.E.R. Learning is a system designed to help people achieve their goals, based on five steps:

- A. Prepare, Organize, Work, Effort, Re-evaluate
- B. Prepare, Organize, Work, Evaluate, Rethink**
- C. Plan, Organize, Work, Effort, Re-evaluate
- D. Prepare, Organize, Worry, Effect, Rethink

Feldman - Chapter 01 #4

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

5. (p. 8) Saying that "one day, I'll learn a new language" is a goal that is

- A. Smart
- B. Specific
- C. Measurable
- D. Non-specific**

Feldman - Chapter 01 #5

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

6. (p. 8) Saying that "I will spend two hours less per week on gaming" is a goal that is

- A. Smart
- B. Revenue-based
- C. Measurable**
- D. Non-specific

Feldman - Chapter 01 #6

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

7. (p. 10) Saying that "I would like to win an Olympic goal medal" is a goal that is **not**

- A. Smart
- B. Revenue-based
- C. Motivated
- D. Achievable**

Feldman - Chapter 01 #7

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

8. (p. 10) Saying that "I would like to bring about world peace" is a goal that is **not**

- A. Smart
- B. Revenue-based
- C. Realistic**
- D. Motivated

Feldman - Chapter 01 #8

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

9. (p. 10) Saying that "I would like to graduate from college" is a goal that is **not**

- A. Time-bound**
- B. Achievable
- C. Realistic
- D. Measurable

Feldman - Chapter 01 #9

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

10. (p. 12) According to Malcolm Gladwell, to become a true master in a field requires the following number of hours of concentrated effort:

- A. 10
- B. 10,000**
- C. 20
- D. 20,000

Feldman - Chapter 01 #10

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

11. (p. 12) Which of these statements is true in regards to motivation?

- A. Effort produces success.**
- B. Luck produces success.
- C. Brains produce success.
- D. Muscles produce success.

Feldman - Chapter 01 #11

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

12. (p. 13) Which of these statements is **most** true in regards to motivation?

- A. You should take responsibility for your failures.
- B. You should take responsibility for your successes.
- C.** You should take responsibility for your failures and your successes.
- D. You should not take responsibility for your failures.

Feldman - Chapter 01 #12

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

13. (p. 18) Which of the four learning styles is associated with learning through the visual presentation of material in diagrams or pictures?

- A. Read/write
- B.** Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

Feldman - Chapter 01 #13

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

14. (p. 18) Which of the four learning styles is associated with learning through the visual presentation of material in a written format?

- A.** Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D. Tactile/kinaesthetic

Feldman - Chapter 01 #14

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

15. (p. 19) Which of the four learning styles is associated with learning through lectures and discussions?

- A. Read/write
- B. Visual/graphic
- C.** Auditory/verbal
- D. Tactile/kinaesthetic

Feldman - Chapter 01 #15

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

16. (p. 19) Which of the four learning styles is associated with learning by doing?

- A. Read/write
- B. Visual/graphic
- C. Auditory/verbal
- D.** Tactile/kinaesthetic

Feldman - Chapter 01 #16

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

17. (p. 25) Which of the eight striving styles enjoys logical discussions in study groups but dislikes tangents, and has high expectations of self and others?

- A.** Leader
- B. Socializer
- C. Performer
- D. Adventurer

Feldman - Chapter 01 #17

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

18. (p. 25) Which of the eight striving styles learns best in structured settings where he/she can discuss with his/her peers?

- A. Leader
- B.** Socializer
- C. Performer
- D. Adventurer

Feldman - Chapter 01 #18

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

19. (p. 25) Which of the eight striving styles learns best by engaging in discussions with teacher and other students?

- A. Leader
- B. Socializer
- C.** Performer
- D. Adventurer

Feldman - Chapter 01 #19

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

20. (p. 25) Which of the eight striving styles learns best by doing, and by challenging teachers?

- A. Leader
- B. Socializer
- C. Performer
- D.** Adventurer

Feldman - Chapter 01 #20

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

21. (p. 25) Which of the eight striving styles struggles to assess the quality of his/her work, and learns best by getting to know and consulting with the teacher?

- A.** Artist
- B. Intellectual
- C. Visionary
- D. Stabilizer

Feldman - Chapter 01 #21

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

22. (p. 25) Which of the eight striving styles needs to have respect for the teacher and prefers to learn at his/her own pace?

- A. Artist
- B.** Intellectual
- C. Visionary
- D. Stabilizer

Feldman - Chapter 01 #22

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

23. (p. 25) Which of the eight striving styles learns through interaction with others, whether in person or through reading?

- A. Artist
- B. Intellectual
- C.** Visionary
- D. Stabilizer

Feldman - Chapter 01 #23

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

24. (p. 25) Which of the eight striving styles learns best in a well-structured environment with clear, precise assignments?

- A. Artist
- B. Intellectual
- C. Visionary
- D.** Stabilizer

Feldman - Chapter 01 #24

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

25. (p. 24) The predominant need of the striving style of a Leader is

- A. To be secure
- B.** To be connected
- C. To be in control
- D. To be perceptive

Feldman - Chapter 01 #25

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

26. (p. 24) The predominant need of the striving style of a Socializer is

- A. To be recognized
- B. To be perceptive
- C.** To be connected
- D. To be secure

Feldman - Chapter 01 #26

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

27. (p. 24) The predominant need of the striving style of a Performer is

- A.** To be recognized
- B. To be spontaneous
- C. To be creative
- D. To be knowledgeable

Feldman - Chapter 01 #27

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

28. (p. 24) The predominant need of the striving style of an Adventurer is

- A. To be secure
- B. To be perceptive
- C. To be creative
- D.** To be spontaneous

Feldman - Chapter 01 #28

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

29. (p. 24) The predominant need of the striving style of an Artist is

- A. To be recognized
- B.** To be creative
- C. To be perceptive
- D. To be knowledgeable

Feldman - Chapter 01 #29

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

30. (p. 24) The predominant need of the striving style of an Intellectual is

- A. To be recognized
- B. To be creative
- C. To be perceptive
- D.** To be knowledgeable

Feldman - Chapter 01 #30

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

31. (p. 24) The predominant need of the striving style of a Visionary is

- A. To be in control
- B.** To be perceptive
- C. To be secure
- D. To be knowledgeable

Feldman - Chapter 01 #31

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

32. (p. 24) The predominant need of the striving style of a Stabilizer is

- A. To be secure
- B. To be in control
- C. To be connected
- D. To be recognized

Feldman - Chapter 01 #32

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

33. (p. 25) According to psychologist Howard Gardner, we should be asking

- A. Are you smart?
- B. How smart are you?
- C. How are you smart?
- D. How do you know you are smart?

Feldman - Chapter 01 #33

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

34. (p. 26) Interpersonal intelligence is found in learners with particularly strong skills

- A. Involving interacting with others
- B. Involved in the understanding of oneself
- C. Relating to music
- D. In classifying patterns in nature

Feldman - Chapter 01 #34

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

35. (p. 26) Intrapersonal intelligence is found in learners with particularly strong skills

- A. Involving interacting with others
- B. Involved in the understanding of oneself
- C. In the production and use of language
- D. In spatial configurations

Feldman - Chapter 01 #35

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

36. (p. 27) Which of the following statements is **false**?

- A. You have a variety of learning styles, striving styles, and intelligences.
- B. Your style reflects your preferences regarding which abilities you like to use, not the abilities themselves.
- C. Your style never changes over the course of your life.
- D. You should work on improving your less-preferred styles.

Feldman - Chapter 01 #36

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

37. (p. 27) Which of the following statements is **false**?

- A. You have a variety of learning styles, striving styles, and intelligences.
- B. Your style reflects your preferences regarding which abilities you like to use, not the abilities themselves.
- C. Your style may change over the course of your life.
- D. You should always use the styles that you prefer so that you become even stronger in those styles.

Feldman - Chapter 01 #37

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

38. (p. 28) Which of the following statements is **false**?

- A. Dyslexia is a learning disability.
- B. Attention deficit hyperactivity disorder is a learning disability.
- C. There is a relationship between learning disabilities and IQ.
- D. There is no relationship between learning disabilities and IQ.

Feldman - Chapter 01 #38

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

39. (p. 28) What percentage of adults has ADHD?

- A. 1-3
- B. 3-5
- C. 5-7
- D. 7-9

Feldman - Chapter 01 #39

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

40. (p. 28) Which learning disability did Albert Einstein suffer from?

- A. Auditory processing disorder
- B. Dyslexia**
- C. ADHD
- D. Narcolepsy

Feldman - Chapter 01 #40

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

41. (p. 3) Most first-year college students attend college because a mentor or role model encouraged them to go.

FALSE

Feldman - Chapter 01 #41

Learning Objective: 01-01 Discuss the benefits of a post-secondary education.

42. (p. 3) On average, college and university graduates earn about 50% more than high school graduates over their working lifetime.

FALSE

Feldman - Chapter 01 #42

Learning Objective: 01-01 Discuss the benefits of a post-secondary education.

43. (p. 7) Chinese philosopher Lao Tzu said that travellers taking a long journey must begin with a single step.

TRUE

Feldman - Chapter 01 #43

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

44. (p. 8) The SMART approach to goal setting emphasizes that goals should be specific, measurable, accessible, revenue-based, and time-bound.

FALSE

Feldman - Chapter 01 #44

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

45. (p. 8) The SMART approach to goal setting emphasizes that goals should be specific, measurable, achievable, realistic, and time-bound.

TRUE

Feldman - Chapter 01 #45

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

46. (p. 11) The two kinds of organization that you need to engage in to achieve your goals are physical and mental.

TRUE

Feldman - Chapter 01 #46

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

47. (p. 19) If you have a read/write learning style, you may learn better if you incorporate movement into your study.

FALSE

Feldman - Chapter 01 #47

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

48. (p. 19) If you have an auditory/verbal style, you may learn better if you work with others in a group to talk through the material.

TRUE

Feldman - Chapter 01 #48

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

49. (p. 21) Your striving style is a mode of thought and behaviour driven by a predominant need that directs the way you seek satisfaction from your life.

TRUE

Feldman - Chapter 01 #49

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

50. (p. 26) Interpersonal intelligence relates to a particularly strong understanding of the internal aspects of oneself and having access to one's own feelings and emotions.

FALSE

Feldman - Chapter 01 #50

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

51. (p. 3, 4) There are many reasons for pursuing a college or university education. List five of them.

Answers include the following: thinking critically, communicating better, dealing better with advances in knowledge and technology, adapting to new situations, better preparation for living in a world of diversity, making learning a lifelong habit, and boosting your career prospects.

Feldman - Chapter 01 #51

Learning Objective: 01-01 Discuss the benefits of a post-secondary education.

52. (p. 5) The Conference Board of Canada's Employability Skills 2000+ outlines three categories of skills that most Canadian employers are looking for when hiring. Describe one of these three categories and the skills within them.

The fundamental skills include communicating, managing information, using numbers, and thinking and solving problems. The personal management skills include demonstrating a positive attitude and behaviours, being responsible, being adaptable, learning continuously, and working safely. The teamwork skills include working with others, participating in projects and tasks.

Feldman - Chapter 01 #52

Learning Objective: 01-02 List the skills; attitudes; and behaviours valued by Canadian employers.

53. (p. 8-10) List the steps in the SMART approach to goal setting.

The SMART approach to goal setting emphasizes that goals should be specific, measurable, achievable, realistic, and time-bound.

Feldman - Chapter 01 #53

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

54. (p. 11) Describe the two kinds of organization required in P.O.W.E.R. Learning and give examples of each.

The two kinds of organization are physical (e.g. mechanical aspects of task completion such as the appropriate tools) and mental (e.g. academic skills such as math).

Feldman - Chapter 01 #54

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

55. (p. 12-13) Define motivation, and list some tips for keeping your motivation alive.

Motivation is the inner power and psychological energy that directs and fuels behaviour. Some tips for keeping it alive include taking responsibility for your failures and successes, thinking positively, and accepting that you can't control everything.

Feldman - Chapter 01 #55

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

56. (p. 14-15) Define the step of evaluation in the P.O.W.E.R. process, and list some ways that you might take this step.

Evaluation is an assessment of the match between a product or activity and the goals it was intended to meet. Steps might include: taking a moment to congratulate yourself and feeling some satisfaction, comparing what you've achieved with the goals you're seeking to achieve, evaluating your accomplishments as if you were a respected mentor from your past, evaluating what you've done as if you were your current instructor or supervisor, and revising your work based on your evaluation.

Feldman - Chapter 01 #56

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

57. (p. 15-16) Define the step of rethinking in the P.O.W.E.R. process, and list some of the ways that you might take this step.

Rethinking what you've accomplished earlier means bringing a fresh and clear eye to what you've done. It involves using critical thinking-thinking that involves reanalyzing, questioning, and challenging underlying assumptions. This might also include questioning outcomes, considering alternatives rejected earlier, and reconsidering initial goals.

Feldman - Chapter 01 #57

Learning Objective: 01-03 Identify the basic principles of P.O.W.E.R. Learning and the ways in which expert students use P.O.W.E.R. Learning to set goals and achieve academic success.

58. (p. 19) List the four learning styles and give an example of effective studying or for learning new skills on the job that fits each learning style.

Read/Write-organize material into tables, Visual-Graphic-translate into symbols and figures,
Auditory/Visual-recite material aloud, Tactile-Kinesthetic-trace figures with finger

Feldman - Chapter 01 #58

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

59. (p. 25) List the eight striving styles and give an example of how each style learns.

Leader-enjoys logical discussions, Socializer-learns best in structured settings through peer discussions,
Performer-engages in discussion with teacher, Adventurer-learns by doing and challenges teacher,
Artist-consults with teacher and struggles to assess own work, Intellectual-learns at own pace, Visionary-learns
through interaction, Stabilizer-learns best through clear, precise assignments

Feldman - Chapter 01 #59

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

60. (p. 26) List the eight different forms of intelligence according to psychologist Howard Gardner and give an example of how the intelligence may be used to study.

Logical-mathematical-expresses information mathematically or in formulas
Linguistic-writes out notes and summarizes information
Spatial-build charts and graphs
Interpersonal-worth with others in groups
Intrapersonal-build on prior experiences
Musical-write a song or lyrics
Bodily kinaesthetic-use movement
Naturalist-use analogies based on nature

Feldman - Chapter 01 #60

Learning Objective: 01-04 Compare and contrast learning styles; striving styles; and multiple intelligences. Identify your own styles; and reflect on how they relate to your academic success.

c1 Summary

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