

Test Bank
for

Educational Psychology: Theory and Practice
Eleventh Edition

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Chapter 1

Educational Psychology: A Foundation for Teaching

Multiple Choice Questions

- 1) Which of the following is an accurate statement about the role of educational psychology in teacher preparation?
 - a) Educational psychology is the study of learning theory as it relates to aspects of education outside of the classroom
 - b) Educational psychology aims to improve teacher candidates' subject matter knowledge
 - c) Educational psychology provides teachers with specific actions to improve classroom teaching
 - d) Educational psychology provides teachers with research-based principles to guide their teaching

- 2) Effective teaching occurs best when a teacher is prepared with:
 - a) Knowledge of subject matter and students' background information.
 - b) Subject matter and school expectations
 - c) Knowledge of subject matter and the skills to share that knowledge
 - d) Knowledge of subject matter, enthusiasm, and a positive attitude

- 3) According to our text, pedagogy is the link between which of the following?
 - a) What the teacher desires students to learn and students' actual learning
 - b) What the teacher knows and is able to communicate to the students
 - c) What students desire to learn and what the teacher has knowledge of
 - d) What the teacher says and demonstrates thoughtfully to students.

- 4) During sixth hour, two students whisper to each other about the upcoming dance. The teacher continues discussing the lesson while walking toward the students. The students stop whispering and begin taking notes. Which principle of classroom management has the teacher employed?
 - a) Ignoring minor problems in the classroom
 - b) Using the mildest intervention possible
 - c) Using behavior issues as teaching opportunities
 - d) Redirecting off task behavior with reminders

- 5) Intentional teachers are constantly thinking about:
- a) The outlooks they want for their students and assessments of outlooks
 - b) The outcomes they want for their students and how each decision moves students toward those outcomes
 - c) The input needed to advance student learning and how to measure input effectively
 - d) The efficacy of student outcomes and related assessments
- 6) Teacher efficacy is the degree to which teachers do what?
- a) Believe they are able to build rapport with at risk students
 - b) Make effective decisions regarding student outcomes
 - c) Believe their own efforts determine their students' success
 - d) Believe the efficacy of student outcomes is curriculum based
- 7) How do intentional teachers achieve a sense of efficacy?
- a) By continually assessing their instruction results and trying new strategies if initial instruction doesn't work
 - b) By continually employing strategies that have worked to some degree for most learners
 - c) By continually assessing their effectiveness and attending professional development workshops
 - d) By continually assessing their students and assigning additional work when it is needed
- 8) Because classrooms typically have 20 or more students, an intentional teacher's task is to:
- a) Balance individualization with group studies
 - b) Divide the class into ability groups
 - c) Focus on direct instruction of each student
 - d) Balance direct instruction with individualization
- 9) The aim of research in educational psychology is:
- a) To test the theories that guide the actions of those involved in education
 - b) To assess behaviors that occur in the classroom during instruction
 - c) To identify learning styles and preferences exhibited by students

- d) To test principles of education used in planning learning outcomes
- 10) Research-based professional development opportunities offer teachers:
- a) Traditional approaches to education
 - b) Innovative methods that have yet to be evaluated
 - c) Methods known to make a difference in children
 - d) Approaches to a fast-track to learning
- 11) In a research study, two groups of children were given markers and paper and given permission to draw pictures. Children in one group were given a reward for being “good players” at the end, but the second group of children received no reward. In this experimental situation, researchers:
- a) Created conflict and analyzed the resulting effect
 - b) Created special treatment and analyzed the effect
 - c) Created disequilibrium and cognitive dissonance
 - d) Created mixed variables and outcomes
- 12) A researcher carefully planned a study and randomly assigned children to one of two groups, ensuring that:
- a) The two groups were essentially equivalent
 - b) The children could not sit with friends
 - c) The dependent variable was easily identified
 - d) The treatment and control group received random input
- 13) Researchers in the Lepper study created a highly structured setting for educational experiments allowing them which of the following?
- a) The opportunity to observe the variables under different conditions
 - b) The ability to standardize treatment options for children
 - c) A very high degree of control over all the factors involved
 - d) A laboratory school for observation of teacher candidates
- 14) Laboratory studies offer highly reliable data characterized by:
- a) External efficacy
 - b) Control validity

- c) Internal conformity
 - d) Internal validity
- 15) An educational research experiment conducted in an actual classroom is called:
- a) A randomized field experiment
 - b) A situational experiment
 - c) An externalized group experiment
 - d) A variable field experiment
- 16) The degree to which results of an experiment can be applied to real-life situations is known as:
- a) Construct validity
 - b) Correlational validity
 - c) External validity
 - d) Internal validity
- 17) Mrs. Mandava asks the school psychologist to observe the behavior of her second-hour class and then design a special program for them. The psychologist returns to observe the students' behavior under the new program and finally to observe their behavior after she discontinues the new program. This type of study is a/an:
- a) Single-case experiment
 - b) Longitudinal experiment
 - c) Ethnographic study
 - d) Correlational study
- 18) In one study, researchers investigated the relation between students' attentiveness in class and their achievements and IQs. This type of study is an example of a/an:
- a) Single-case experiment
 - b) Correlational study
 - c) Longitudinal study
 - d) Attitudinal survey
- 19) Mr. Davis is hoping to learn why some of his sixth-grade students are performing poorly during the third quarter. He finds that the more students are absent, the lower his or her grades are likely to be. His results reflect:

- a) A positive correlation
- b) A negative correlation
- c) Uncorrelated variables
- d) A codependent correlation

20) Ms. Baden began using a sticker chart to reward students for on-task behaviors and recorded her students' behavioral responses. She continued using the sticker chart for one week, then discontinued the chart and again recorded behavioral responses. Finally she compared the behavior records to determine if the sticker chart had made a difference. The study Ms. Baden conducted would be known as:

- a) Correlational
- b) Baseline
- c) Single-case
- d) Triangulation

21) A researcher wants to study the effects of rewards on motivation and needs to set up two groups: one to receive rewards for its efforts and one to receive no rewards. What procedure should the researcher use to guarantee both groups are essentially equivalent?

- a) Put reward-motivated students in one group and the other students in the second group
- b) Put students in groups based on perceived response to past rewards
- c) Assign group numbers by having students count off by twos
- d) Randomly assign students to each group

22) Mr. Sanchez randomly assigns half of his class to study their home state on the computer and the other half of the class to use their social studies textbook. Mr. Sanchez then compares the two groups by giving both a test on basic state history. Mr. Sanchez conducted which type of research?

- a) Descriptive
- b) Ethnography
- c) Correlational study
- d) Experimental

23) According to our text, which of the following is the most frequently used research method in educational psychology?

- a) Randomized field experiments
- b) Single-case experiments

- c) Correlational studies
 - d) Longitudinal studies
- 24) Tamika is better than average in both reading and math. What else might we expect about her reading and math?
- a) They are positively correlated
 - b) They are negatively correlated
 - c) They show divergent correlation
 - d) They reflect an achievement correlation
- 25) Carson, who is struggling in math, has missed nine days of school this semester. The relation between his math skill and his absences show which type of correlation?
- a) Positive correlation
 - b) Negative correlation
 - c) Divergent correlation
 - d) Achievement correlation
- 26) Research aimed at identifying and gathering detailed information about something of interest is:
- a) Correlational research
 - b) Descriptive research
 - c) Experimental research
 - d) Longitudinal research
- 27) Mrs. Hart is a first-grade teacher and she is doing research in her own classroom. This type of descriptive research is called:
- a) Reflective research
 - b) Practitioner research
 - c) Expansive research
 - d) Action research
- 28) According to our text, to become an intentional teacher you must first:
- a) Finish post-secondary education
 - b) Become a certified teacher

- c) Conduct an action research study
 - d) Attend graduate school
- 29) One way toward becoming an intentional teacher in your beginning years is to:
- a) Practice teaching in front of a mirror instead of spending time away at workshops
 - b) Seek a mentor who is an intentional teacher to guide you and share ideas with you
 - c) Discourage others from observing you so you do not become inhibited
 - d) Keep confidential your successes and failures
- 30) Variables for which there is no relationship between levels of one compared to another are referred to as:
- a) positively correlated
 - b) negatively correlated
 - c) uncorrelated
 - d) dis-correlated

Essay Questions

- 1) What personal and professional characteristics contribute to being an effective teacher?
- 2) A teacher wants to know: Do students behave better in class when they help to create classroom rules or do they behave better when teachers create the rules for them. How can you set up a study to help answer this question?
- 3) Define and compare external validity and internal validity. Which do you feel is more important to emphasize in educational research? Explain the rationale for your choice.
- 4) You are interested in how the feedback provided by the teacher on homework assignments influences the quality of subsequent homework. Describe how this question might be studied using each of the following: 1) laboratory experiment; 2) single-case experiment; and 3) randomized field experiment.
- 5) Describe a study you might conduct using a descriptive research design.
- 6) Consider the following research finding:

Finding A: It was reported that students who are assigned more homework earn higher grades.

- What type of research is this?
- How strongly does Finding A support the conclusion that spending time on homework causes students to earn higher grades?

Finding B: It was reported that students who own cell phones earn higher grades.

- How strongly does Finding B support the conclusion that owning a cell phone results in students earning higher grades?
- In what way do these two findings differ? Does one finding tell us more than the other about how students earn higher grades?

7) Mr. Bachmann is ready for the challenges of teaching 11th grade geometry. Although he is a little nervous about his first day of class he believes he is well prepared for this day. As he attempts to introduce himself to his new students, a group of students at the back of the room begins talking loudly to each other. Mr. Bachmann moves to the back of the classroom thinking his proximity to them will quiet them; however, when he gets closer to the students they begin to talk more loudly. There are several actions Mr. Bachmann can take. Based on ideas presented in the chapter, what do you suggest he do and why? Write an ending to the story that demonstrates a positive solution to the problem and identify the principle of classroom management that he demonstrates.

Chapter 2

Cognitive, Language and Literacy Development

Multiple Choice Questions

- 1) The term *development* refers to how people:
 - a) Learn in response to environmental cues
 - b) Grow, adapt, and change over the course of their lifetimes
 - c) Fulfill intellectual potential and promise
 - d) Respond to demands placed upon them

- 2) Nurture has a greater effect than nature on the following domain of development:
 - a) Physical development
 - b) Reflex development
 - c) Moral development
 - d) Motor development

- 3) Ramona is a first year teacher. She prepared tirelessly all summer for a fifth-grade position. As school approached she learned the fifth-grade position was eliminated and instead she would fill a first-grade position. Ramona knows in order to be an effective teacher she will most need to:
 - a) Take student physical development into account when arranging the classroom
 - b) Be careful to model traditional gender roles for such young learners
 - c) Adapt her instruction to meet the district grade level objectives
 - d) Take into account her students' ages and stages of development

- 4) Continuous theories of development assume that development occurs:
 - a) In a start and stop progression as individuals interact with the environment
 - b) Through indirect learning and skill acquisition
 - c) As parents' genetic predisposition is passed on to offspring
 - d) In a smooth progression as skills develop and the environment provides experiences

- 5) Discontinuous theories of development focus on:
 - a) Inborn factors rather than environmental influences

- b) Environmental influences rather than genetic factors
 - c) The importance of environment rather than heredity
 - d) The detrimental effects of disruption in nurturing caregivers
- 6) According to Piaget, knowledge comes from which of the following:
- a) Development
 - b) Progression
 - c) Study
 - d) Action
- 7) Piaget's theory of cognitive development proposes that:
- a) Intellectual development is a discontinuous process
 - b) Development is based on an individual's observation within a prepared environment
 - c) A child's intellectual development progresses through distinct stages
 - d) Knowledge is something to be transferred from an adult to the child
- 8) Piaget believed that children are born with an innate tendency to make sense of their own environments by creating:
- a) Dilemmas
 - b) Equanimity
 - c) Schemes
 - d) Identity
- 9) According to Piaget, the process of adjusting schemes in response to the environment by means of assimilation and accommodation is:
- a) Adaptation
 - b) Scheme transition
 - c) Adjustment patterns
 - d) Decentralization
- 10) According to Piaget, assimilation occurs when:
- a) When a baby incorporates new objects into a scheme
 - b) When a new object does not fit the existing scheme

- c) When a baby using a favorite scheme to explore his world
- d) After the developmental dilemma has been successfully resolved

11) According to Piaget, accommodation occurs when:

- a) When a baby incorporates new objects into a scheme
- b) When a new object does not fit the existing scheme
- c) When a baby using a favorite scheme to explore his world
- d) After the developmental dilemma has been successfully resolved

12) Sometimes, when old ways of dealing with the world simply don't work, a child might modify an existing scheme in light of new information or a new experience. This is a process called:

- a) Avoidance
- b) Assimilation
- c) Accommodation
- d) Acculturation

13) Piaget's view of cognitive development as a process in which children actively build systems of meaning and understanding of reality through their experience and interactions is known as:

- a) Behaviorism
- b) Metacognition
- c) Interactive theory
- d) Constructivism

14) Which of the following best describes Piaget's idea of disequilibrium?

- a) You find that what you expect to happen actually does happen
- b) You need to respond but cannot think of what to do
- c) You know what to do but your response doesn't work
- d) You feel uncomfortable about doing something but do it anyway

15) Mr. Nicely often begins his lectures by presenting students with two ideas or observations that apparently conflict. He feels this method of presenting a paradox arouses students' interest. From Piaget's point of view, the teacher is making use of his students' natural response to:

- a) Egocentrism

- b) Anticipatory set
- c) Transitivity
- d) Disequilibrium

16) Piaget described cognitive development as a sequence of stages. Which of the following represents his stages in developmental order?

- a) Sensorimotor, preoperational, concrete operational, formal operational
- b) Preoperational, sensorimotor, concrete operational , formal operational
- c) Concrete operational, sensorimotor, preoperational , formal operational
- d) Sensorimotor, preoperational, formal operational, concrete operational

17) Two-year-old Lizzie encounters a squirrel and calls it “mouse.” Which of Piaget’s terms best describes her thinking?

- a) Accommodation
- b) Assimilation
- c) Immature
- d) Sensorimotor

18) Which of the following cognitive characteristics explains the difficulty preoperational children have with the beaker of water problem (conservation of volume)?

- a) Object permanence
- b) Egocentrism
- c) Centration
- d) Hypothetical thought

19) A student knows that if $2 + 5 = 7$, then $7 - 5 + 2$. This requires which of the following cognitive characteristics?

- a) Formal thought
- b) Reversibility
- c) Transitivity
- d) Situational thought

20) Which cognitive characteristic is Athena showing when she plays hide and seek and pulls the drape over her head with the rest of her body showing believing no one will see her?

- a) Immaturity of thought
- b) Object relevance
- c) Egocentrism
- d) Same sight

21) Which of the following is most likely to help a concrete operational child solve conceptual problems?

- a) The problems are explained more than once
- b) The problems involve objects and situations that are familiar to the child
- c) The child is older than the typical concrete operational learner
- d) The child is instructed on problem solving methods

22) Dahlia's toy is covered by a blanket, but the child does not remove the blanket to look for the toy because he believes the toy is gone. This scenario shows an infant's inability to grasp which idea?

- a) Object stability
- b) Object status
- c) Object conservation
- d) Object permanence

23) During the preoperational stage, children have the ability to do which of the following?

- a) Learn about their world through physical manipulation.
- b) Think about things and can use symbols to mentally represent objects.
- c) Develop a grasp of object permanence.
- d) Grasp the idea of conservation, for example that amount remains the same regardless of container size.

24) Max, a preschooler, explains that a sandwich cut into four pieces is more than a sandwich cut in half, demonstrating which characteristic common in the preoperational stage?

- a) Conservation
- b) Constructivism
- c) Centration
- d) Reversibility

- 25) Seriation, an important task children learn during the concrete operational stage, is characterized by which ability?
- a) Arranging items with automaticity
 - b) Arranging things in a logical progression
 - c) Disinterest in details such as volume or size
 - d) Interest in disorder of details, as in “Where’s Waldo?”
- 26) Transitivity involves the ability to:
- a) Move bilaterally
 - b) Arrange objects in sequence
 - c) Change direction
 - d) Infer relationships
- 27) Children in the concrete operational stage have the understanding of space well enough to do which of the following?
- a) Draw a map from home to school
 - b) Move hands on the clock to demonstrate understanding of time
 - c) Think about future events
 - d) Know the earth’s distance from the sun
- 28) The formal operational stage emerges:
- a) Sometime around the eighteenth birthday
 - b) Unexpectedly, like a dropped weight
 - c) Earlier in boys than in girls
 - d) Sometime around the onset of puberty
- 29) In the formal operational stage, the preadolescent is beginning to think:
- a) Constructively
 - b) Abstractly
 - c) Intelligently
 - d) Reasonably

30) You are teaching a tenth-grade class of average ability students. Your lesson involves abstract ideas. Which of the following would be the most accurate supposition you could make about your class as you plan activities?

- a) Most of your students have not progressed beyond the concrete operational stage.
- b) Although many students may have reached the formal operational stage of development, you can't be sure those who have will be able to apply it to your lesson.
- c) All of the students should have mastered hypothetical reasoning at this stage and should be able to handle the abstract concepts of the lesson.
- d) All of your students are ready to apply formal thought to the different aspects of your lesson.

31) The abilities that make up formal operational thought include:

- a) Metacognition, hypothetical weighing of negatives, and conceptual workings.
- b) Thinking abstractly, testing hypotheses, and forming concepts.
- c) Brainstorming, collaborating, and building.
- d) General articulation, critical thinking, and creative conceptualization.

32) Instruction adapted to the current developmental stage of the child is called:

- a) Developmentally appropriate
- b) Developmentally accelerated
- c) Diagnostically aligned
- d) Adaptive curriculum

33) Symbols that cultures create to help people think, communicate and solve problems are referred to as:

- a) Private speech
- b) Zone of proximal development
- c) Abstractions
- d) Sign systems

34) From Vygotsky's view point, which would be the best description of developmentally appropriate activities?

- a) Teach to the test so students know what is expected.
- b) Focus on skills not yet developed and infuse these into the curriculum
- c) Encourage students to reflect on skills gained independently

