Import Settings:

Base Settings: Brownstone Default

Information Field: Difficulty

Information Field: Section Ref

Information Field: Type

Highest Answer Letter: D

Multiple Keywords in Same Paragraph: No

Chapter: Chapter 1: Introducing Educational Psychology and Reflective Practice

Multiple Choice

1. Which of the following is the best example of critical thinking?

A) Maria is working to develop her ability do integrations in her calculus class.

B) Marvin is wondering whether his painting will impress his art teacher.

C) Martin is questioning whether the information he got on the Internet is accurate.

D) Morgan is re-reading Silas Marner so that she will get a good grade on the essay exam.

Ans: C

Difficulty: Easy

Section Ref: Educational Psychology

Type: Conceptual

2. Which of the following is the best description of educational psychology?

A) A field of scientific study

B) The application of psychological principals to learning

C) A sub-specialty of educational philosophy

D) Experimental research in education

Ans: A

Difficulty: Easy

Section Ref: Educational Psychology

Type: Factual

3. Which of the following statements presents the best example of learning?

A) Gloria can walk a balance beam better than anybody else in her school.

B) Mary pays very close attention to the teacher demonstrating how to use a jigsaw.

C) Shane's father showed him how to put a knot in a necktie, which he can now do by himself.

D) Mr. Yates worked hard on his lecture on the solar system, because he knew past groups of students had trouble with the concept.

Ans: C

Difficulty: Medium

Section Ref: Educational Psychology

Type: Conceptual

4. Which of the following activities that Justine has done over the past week is a good example of reflective thinking?

A. She doubles the recipe for the cake she is making because she has a big crowd coming over.

B. She reads about a new approach to teaching that seems to be very good and wonders if the article is objective.

C. She calls her mother to discuss whether she should take the new job she’s been offered.

D. She carefully edits the email she is sending out to the staff to make sure the grammar is correct.

Ans: B

Difficulty: Medium

Section Ref: Educational Psychology

Type: Conceptual

5. Which of the following is the best statement of the *goal* of reflective teaching?

A. To constantly question what you are doing as a teacher.

B. To return to methods of teaching that you know work for you.

C. To ask why children are not learning more than they are.

D. To generate a new, more productive approach to teaching.

Ans: D

Difficulty: Medium

Section Ref: Educational Psychology

Type: Factual

6. You go over the work that your students have handed in on a recent assignment, and you are dismayed to discover that although half of them did quite well, half did not seem to have any idea what the assignment was about. What would be a reflective thinking approach to addressing your concern?

A. Walk back through the assignment, and through the teaching related to it, and look for areas where they might have been problems.

B. Call in the half of the students who didn’t perform well and ask them why they are having difficulty.

C. Inform the half that performed well that they can erase their bad mark if they can correct what they’ve done wrong on their own.

D. Ask a fellow teacher if she has had problems like this one and what she did about it.

Ans: A

Difficulty: Hard

Section Re: Educational Psychology

Type: Conceptual

7. Which of the following is the best example of a theoretical argument?

A. John doesn’t like to work with others, and often becomes disruptive when working in a group.

B. The scores on the SAT have fallen slightly over the past five years, which followed a fifteen year rise.

C. When the stakes of a test are very high, students become anxious, and as a result, perform less well than they would otherwise.

D. No one knew if the reason for the increase in absenteeism was because of the new principal or just a random occurrence.

Ans: C

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

8. Why is it important to narrow the gap between theory and practice in educational psychology?

A. So that researchers can understand the problems of teachers and teachers can understand the work of researchers.

B. So that research funding will be used most effectively.

C. So that teachers can build their confidence that the teaching they are engaged in represents best practice in the field.

D. So that theories will become more readily testable.

Ans: A

Difficulty: Easy

Section Ref: Theories and Research

Type: Conceptual

9. Which of the following is an example of intervention research?

A. One group of students receives a new program of instruction on a topic while a second group receives the traditional approach to instruction.

B. Children who have been identified as having specific needs are given a special program to try to overcome their problem.

C. Teachers are sent for training for a specific program, and then, when they return to school, they train other teachers in the program.

D. Students design their own instructional program for a particular unit and teach one another in small teams.

Ans: A

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

10. What is the primary goal of descriptive research?

A. Identify a relationship between two variables

B. Produce a positive change in a group of children

C. Describe some naturally occurring phenomenon

D. Document a cause and effect relationship

Ans: C

Difficulty: Easy

Section Ref: Theories and Research

Type: Factual

11. When researchers are interested in looking at how a group or system of variables are jointly related to one another, what kind of research do they employ?

A. Experimental

B. Qualitative

C. Action research

D. Model testing

Ans: D

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

12. Which of the following is the best description of a theory?

A) A set of related concepts and ideas that psychologists use to understand learning

B) An intellectual framework that organizes knowledge about a phenomenon

C) An idea that some people believe to be true, but that has not been fully tested

D) Our current best idea about how things work

Ans: B

Difficulty: Easy

Section Ref: Theories and Research

Type: Conceptual

13. Dr. Jackson has conducted a study to look at the incidence of various special education classifications in the US. His research might best be described as:

A) Descriptive

B) Correlational

C) Experimental

D) Action

Ans: A

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

14. Professor Cohen has conducted a study to see how the amount of homework students report doing relates to their class grades. Her research might best be described as:

A) Descriptive

B) Correlational

C) Experimental

D) Action

Ans: B

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

15. Dr. Lipnevich has conducted a study where she randomly assigned participants to different kinds of feedback on an essay examination. Participants were then allowed to revise their essays based on the feedback. She wanted to see how the feedback affected their work. Her research might best be described as:

A) Descriptive

B) Correlational

C) Experimental

D) Action

Ans: C

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

16. Mary Simpson and Bill Martin wanted to see if they could improve their students' use of independent study time. They tried out several approaches in their classroom and checked to see which seemed to work best. Their research might best be described as:

A) Descriptive

B) Correlational

C) Experimental

D) Action

Ans: D

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

17. Which of the following correlations represents the strongest relationship between two variables?

A) +.45

B) -.05

C) +.16

D) -.52

Ans: D

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

18. In an experimental study, what is the *experimental group*?

A) The randomly selected group that receives exposure to the treatment that one is studying

B) A theoretical group of people that does not actually exist

C) The randomly selected group of people that receives a placebo

D) The group of people who agree to be participants in the study

Ans: A

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

19. Which of the following terms is the closest synonym to the word hypothesis?

A) control

B) correlation

C) framework

D) prediction

Ans: D

Difficulty: Easy

Section Ref: Theories and Research

Type: Conceptual

20. What type of research is most likely to be conducted by teachers?

A) descriptive research

B) correlational studies

C) experimental studies

D) action research

Ans: D

Difficulty: Easy

Section Ref: Theories and Research

Type: Conceptual

21. Which of the following best exemplifies the idea of technical teaching?

A) Mrs. Allison develops a simulation game on racism to challenge a particularly able group of grade 10 students.

B) Mr. Borski uses an Internet site with a learning game to help his fourth graders master their multiplication tables.

C) Ms. Chesterton writes Julia's name on the board as a first warning for talking excessively during silent reading

D) Mr. D'Artagnan shows a video on a recent hurricane to his eighth grade science class

Ans: C

Difficulty: Medium

Section Ref: Reflective Teaching

Type: Conceptual

22. Which of the following statements best exemplifies the idea of reflective teaching?

A) April breaks her social studies class into three teams, each representing a different voting block.

B) Barry decides his geography unit isn't going well and looks for ways to get the students more engaged.

C) Christine reads aloud to her first graders, emphasizing the emotion of a text, and has them try to imitate her efforts.

D) Drew accepts all ideas equally in his Spanish class, thus encouraging participation.

Ans: B

Difficulty: Medium

Section Ref: Reflective Teaching

Type: Conceptual

23. Which of the following would make the best metaphor for reflective teaching practice?

A) The teacher as lion tamer

B) The teacher as counselor

C) The teacher as researcher

D) The teacher as parent

Ans: C

Difficulty: Medium

Section Ref: Reflective Teaching

Type: Conceptual

24. Consider the following sequences of action. Which best summarizes the steps of the acronym RIDE?

A) Attempt to implement an idea, initiate the appropriate action, determine whether the expected outcome was produced, and engage in corrective action if necessary.

B) Engage in conjecture, gather additional data, choose your best action, then use what happens to see if you're headed in the right direction.

C) Extract new information, think about it in different ways, make a decision about how to proceed, and then implement the plan.

D) Respond to the behavior, keep a record of your responses, engage the children in discussion, and revise your approach.

Ans: B

Difficulty: Hard

Section Ref: Reflective Teaching

Type: Conceptual

25. Which of the following is a critical difference between technical teaching and thoughtful analysis with regard to the three levels of reflective teaching?

A. To analyze the classroom from multiple perspectives instead of simply asking why something occurred.

B. To look back at a situation to recall specific details as opposed to a general idea of what had occurred.

C. To wonder how one might do something better in the future as opposed to trying to understand why something occurred.

D. To ask why something happened as opposed to simply recalling that something occurred in class.

Ans: D

Difficulty: Difficult

Section Ref: Reflective Teaching

Type: Conceptual

True False

26. Critical thinking is the ability to critique the work of others while not being harsh in that criticism.

Ans: False

Difficulty: Easy

Section Ref: Educational Psychology

Type: Factual

27. [Learning](file:///C%3A%5CUsers%5Cmmaguirefo%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5CLocal%20Settings%5CTemporary%20Internet%20Files%5C978-0-470-13630-0%5C978-0-470-13630-0_split-1%5C978-0-470-13630-0.xml#gloss0465#gloss0465) is a relatively permanent change in knowledge, skill, or behavior as a result of experience.

Ans: True

Difficulty: Easy

Section Ref: Educational Psychology

Type: Factual

28. A [theory](file:///C%3A%5CUsers%5Cmmaguirefo%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CLocal%20Settings%5CTemporary%20Internet%20Files%5CContent.IE5%5CLocal%20Settings%5CTemporary%20Internet%20Files%5C978-0-470-13630-0%5C978-0-470-13630-0_split-1%5C978-0-470-13630-0.xml#gloss0860#gloss0860) is an untested set of ideas that people come up with to explain things we don’t understand.

Ans: False

Difficulty: Medium

Section Ref: Educational Psychology

Type: Factual

28. A correlational study is used to assign participants to treatment groups to see which is performing the best.

Ans: False

Difficulty: Medium

Section Ref: Theories and Research

Type: Factual

29. An hypothesis is something that is believed to be true about life.

Ans: True

Difficulty: Easy

Section Ref: Theories and Research

Type: Factual

30. A hypothesis is basically a form of a prediction.

Ans: True

Difficulty: Easy

Section Ref: Theories and Research

Type: Factual

32. Correlational research allows researchers to deduce a cause-and-effect relationship between two variables.

Ans: False

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

33. A student is seen talking in class; her teacher uses the ìtried-and-trueî technique of continuing the discussion while moving closer to the student: this is an example of *technical teaching*.

Ans: True

Difficulty: Medium

Section Ref: Reflective Teaching

Type: Conceptual

34. In reflective teaching, teachers reflect back to what has worked well repeatedly in the past when faced with a decision.

Ans: False

Difficulty: Easy

Section Ref: Reflective Teaching

Type: Factual

35. The purpose of the RIDE model is to help foster the ability to engage in technical teaching.

Ans: False

Difficulty: Easy

Section Ref: Reflective Teaching

Type: Conceptual

Essay

36. Dewey talks about reflection as beginning with a state of doubt, hesitation, etc., in which thinking originates. Why do you think this has to be? Couldn’t a situation occur where you were happy, you’re needs were met, things were OK, that also caused you to think. Consider Dewey’s argument that it is when things don’t go as planned that we are most likely to engage in reflection. Do you agree with Dewey, and why or why not?

Ans: Students can answer either way. If they agree with Dewey, they will want to emphasize the notion that when life goes along well, we usually don’t stop to think about why it is going well, we simply enjoy it. But when there are problems, that causes us to stop and think because we don’t want to encounter that situation again. A person disagreeing with Dewey might argue that although it is not our tendency to ponder “what went right,” there is no reason to think that we cannot train ourselves to do that. In fact, focusing on our successes may be a clearer path to more successes than focusing on failure.

Difficulty: Hard

Section Ref: Educational Psychology

Type: Conceptual

37. Your school district is interested in reducing absenteeism at the high school level. Pick one of the approaches to research described in the chapter and outline what a research study might look like. Make an argument for the benefits of the approach that you have taken.

Ans: There could be many choices taken here. One would be to select an intervention and test it using an experimental approach. A second would be to do a qualitative study to find out why students are being absent so often. A third approach would be a descriptive study that looked at trends in absenteeism over time at the school or compared the school to other, similar schools.

Difficulty: Hard

Section Ref: Theories and Research

Type: Conceptual

38. The text provides several examples of very useful *descriptive studies*: determining what reading strategies third grade students use, and what adolescents think the purpose of school is., for example. Come up with two more examples of useful studies that could be conducted with descriptive research, and explain why they would be of benefit to a school.

Ans: Lots of possible answers here. Schools could survey the extent that bullying was occurring in schools. They could look at what kinds of reading students do outside of school. A correct answer will be one where the studies would clearly be descriptive in nature and that would be useful.

Difficulty: Medium

Section Ref: Theories and Research

Type: Conceptual

39. Think about a common educational issue such as reading difficulties, bullying, class clowning, or test anxiety (you can use one of these or your own). Explain what you think explains something interesting about this issue (that is, provide an informal theory). From your idea, propose a testable hypothesis that you could study via action research.

Ans: This will be a difficult question. A good answer will start with a good example, and then have a plausible explanation as to how it occurs (e.g., bullying, test anxiety). Then, the student should have some sort of way to test out a hypothesis concerning the issue that has been developed.

Difficulty: Hard

Section Ref: Theories and Research

Type: Conceptual

40. What is the difference between a descriptive study and an experimental study? You do not have to provide an example, although you may wish to, but make sure you have a solid explanation of the differences.

Ans: A descriptive study looks at the state of things in a given situation. What does the achievement look like for this group? What are their opinions? What do the demographics look like? Descriptive studies usually employ observational techniques such as surveys, questionnaires, direct observations, interviews, etc. Experimental studies test hypotheses and employ random assignment to groups and statistical control.

Difficulty: Hard

Section Ref: Theories and Research

Type: Conceptual

41. Identify a problem or issue that could be addressed through action research. Then describe the basic steps that you would take to research that problem or issue.

Ans: A good answer will identify a problem or issue that is directly relevant to improving educational/classroom practice. The student should then identify the steps that the teacher would implement. These would typically include reflection on the problem, data gathering, analyzing the information/data, drawing conclusions, and then seeing how well the approach worked.

Difficulty: Hard

Section Ref: Theories and Research

Type: Conceptual

42. The text contrasts technical teaching from reflective teaching. Describe a situation in which you would engage in technical teaching, and then one in which you would engage in reflective teaching. Compare and contrast the two.

Ans: The technical teaching situation should be one where the setting is a common one and for which a routine, proven application is appropriate. The reflective situation should be novel in some respect and should require some problem-solving and open-endedness in the response.

Difficulty: Hard

Section Ref: Reflective Teaching

Type: Conceptual

43. A common metaphor in education is that of teacher as researcher. What does this mean in the context of teaching?

Ans: First, a tie should be made between teacher as researcher and reflective teaching. Then, a strong answer will include the basic elements of the scientific method such as conjecture/theory, reflection, information gathering, decision making and evaluation, and identify this as characteristic of reflective teachers.

Difficulty: Hard

Section Ref: Reflective Teaching

Type: Conceptual

44. Your text uses a model for reflective teaching that has the acronym of RIDE. Describe each of the elements of RIDE.

Ans: Must identify and describe the elements of reflection, information gathering, decision making, and evaluation.

Difficulty: Medium

Section Ref: Reflective Teaching

Type: Conceptual

45. Create a teaching situation where the RIDE approach to reflective teaching would be useful. It might be where you are teaching a new area, a child who is having academic troubles or acting out, or an instructional unit that did not go well. Then walk through how you might use the RIDE approach. Be sure to mention each of the four processes.

Ans: This may be a difficult question for students, so you might want to be somewhat lenient in grading. A good answer will start with a situation that needs some thought ñ not something routine. Then each of the RIDE processes should be discussed with ideas of how to go about using each in solving the situation.

Difficulty: Hard

Section Ref: Reflective Teaching

Type: Conceptual