

Student: _____

1. William James is responsible for writing the first psychology textbook, *Principles of Psychology*, in 1890.
True False
2. One of the major figures in shaping the field of educational psychology was E. L. Thorndike.
True False
3. In 1954, Leta Stetter Hollingworth developed the concept of *programmed learning*, which involved reinforcing the student after a series of steps until the student reached a learning goal.
True False
4. According to a recent survey, the "best teachers" expect too much from students.
True False
5. Effective teachers fail to help students become self-motivated to learn.
True False
6. Effective teachers tend to be critical, aggressive, and manipulative when interacting with students.
True False
7. Ineffective teachers possess commitment and motivation.
True False
8. Being an effective teacher means paying attention to goal setting and planning.
True False
9. Grade level and age tend to be good predictors of children's development.
True False
10. Today, one of every five children in the United States is from an immigrant family.
True False
11. Effective teachers only use assessment to document their students' performance after instruction.
True False
12. Good interviews and surveys involve concrete, specific, and unambiguous questions.
True False
13. A standardized test often allows a student's performance to be compared with that of other students at the same age or grade level, in many cases on a national basis.
True False
14. Case studies are typically used when controlled research is conducted in the laboratory.
True False
15. If the results of correlational research indicate that two traits are highly correlated, then one trait most likely is the cause of the other.
True False

16. Which of the following researchers, during the late 1880s, argued for the importance of observing classrooms for improving education?
 - A. George Sanchez
 - B. William James
 - C. Kenneth Clark
 - D. Leta Stetter Hollingworth
17. Who was the first individual to use the term "gifted" to describe students who scored exceptionally high on intelligence tests, and what year was this term first published by this researcher?
 - A. Leta Stetter Hollingworth, 1916
 - B. Mamie Clark, 1939
 - C. William James, 1951
 - D. John Dewey, 1962
18. According to the text, who established the first major educational psychology laboratory in the United States, where was it established, and in what year was it established?
 - A. E. L. Thorndike, Cornell University, 1820
 - B. William James, Columbia University, 1865
 - C. John Dewey, University of Chicago, 1894
 - D. Margaret Metzger, Harvard University, 1954
19. William James is known for which of the following recommendations regarding the material used to educate children?
 - A. Start lessons at a point somewhat below the child's current level of understanding so the child can gain confidence.
 - B. Start lessons at a point just beyond the child's current level of understanding to stretch the child's mind.
 - C. Encourage children to learn about the world by reading books by a variety of authors so that each child gains a broad perspective on the world.
 - D. Encourage children to learn about the world through hands-on experience so that each child gains confidence in solving problems.
20. The results of a research study conducted by George Sanchez showed which of the following?
 - A. The size of a man's brain can be used to predict his intelligence.
 - B. Intelligence tests are culturally biased against ethnic minority children.
 - C. The average IQ for males is greater than the average IQ for females.
 - D. Teachers spend less time interacting with ethnic minority children.
21. Mrs. Tell, a third-grade teacher, is using a taxonomy that is comprised of cognitive skills that include remembering, comprehending, synthesizing, and evaluating. Who created the taxonomy that Mrs. Tell is using?
 - A. E. L. Thorndike
 - B. William James
 - C. John Dewey
 - D. Benjamin Bloom
22. According to a recent survey, which of the following traits is characteristic of the best teachers?
 - A. Having a sense of humor
 - B. Treating students like children
 - C. Showing favoritism toward some students
 - D. Assigning excessive amounts of homework
23. According to a recent survey, which of the following traits is characteristic of the best teachers?
 - A. Having a sense of humor
 - B. Making the class interesting
 - C. Having knowledge of subjects
 - D. Explaining things clearly
 - E. All of these

24. According to a recent survey, which of the following traits is characteristic of the worst teachers?
- A. Having knowledge of the subject
 - B. Retaining control of the classroom
 - C. Relating well to students
 - D. Expecting too much from students
25. According to a recent survey, which of the following traits is characteristic of the worst teachers?
- A. Having knowledge of the subject
 - B. Retaining control of the classroom
 - C. Having a poor attitude
 - D. Making the class interesting
26. If a teacher is thought of by students as being too strict, this teacher would be classified as a(n) _____ teacher by a recent survey.
- A. best
 - B. worst
 - C. elementary school
 - D. secondary school
27. If students think of a teacher as possessing knowledge of the subject, retaining control of the classroom, and relating well to students, this teacher would be classified as a(n) _____ teacher by a recent survey.
- A. best
 - B. worst
 - C. elementary school
 - D. secondary school
28. Which of the following are the two key ingredients needed for teachers to master a variety of perspectives and strategies in order to be flexible in their application?
- A. Determining the pace and the content of topics covered during class
 - B. Being a guide who helps students construct their own understanding and knowledge as well as being the observer who allows students to complete projects and assignments without assistance
 - C. Professional knowledge and skills, and commitment and motivation
 - D. Evaluator who offers criticism and advice at the end of each semester
29. Which of the following does *not* characterize the direct instruction approach?
- A. High teacher expectations for student progress
 - B. Peer collaboration
 - C. Teacher direction and control
 - D. Maximization of student time on academic tasks
30. According to Darling-Hammond and Bransford (2005), many effective teachers use what type of instructional approach?
- A. Behaviorism
 - B. Constructivism
 - C. Direct instruction
 - D. Both a constructivist and a direct instruction approach
31. Which of the following best describes the constructivist critique of American education?
- A. Children are required to sit still for too long periods of time.
 - B. Children are given tasks that ask them to be passive learners.
 - C. Children are asked to memorize irrelevant as well as relevant information.
 - D. All of these
32. Which of the following best describes the educational philosophy of constructivism?
- A. Individuals actively build knowledge and understanding.
 - B. Individuals retain new information most effectively through repetition.
 - C. Individuals learn best when they work independently rather than in large groups.
 - D. Individuals have a tendency to adopt the biases of their teachers.

33. Effective teachers set high goals for their teaching and organize plans for reaching those goals. Which of the following activities is included in good planning?
- A. "Winging it" and emphasizing spontaneity
 - B. Focusing on lesson plans only
 - C. Figuring out which things students should do when, in what order, and how
 - D. Devising ways to reduce time spent on inquiry, discussion, and practice
34. Being an effective teacher with regard to technological skills requires
- A. memorizing information presented in textbooks.
 - B. knowing about various assistive devices to support the learning of students with disabilities.
 - C. having the skill to integrate computers appropriately with instruction.
 - D. b and c are correct
35. Which of the following statements is true about students' technology use?
- A. Students from low-income families are equally likely as high-income students to have a computer at home.
 - B. Low-income Americans comprise only 18 percent of Internet users, even though they comprise 28 percent of the population.
 - C. About 10 percent of all students have high-speed Internet access in their classrooms.
 - D. About 30 percent of students report they have no interest in technology use.
36. When working with students, effective teachers typically use which of the following styles of communication?
- A. Passive
 - B. Critical
 - C. Manipulative
 - D. Assertive
37. Mr. Gonzalez spends time reading about other cultures and ethnicities. He sets high expectations for his students and works to communicate effectively with families from all backgrounds. Which of the following best describes what Mr. Gonzalez demonstrates in his classroom?
- A. Cultural bias
 - B. Subject matter competence
 - C. Classroom management skills
 - D. Cultural competence
38. When working with students, ineffective teachers typically use which of the following styles of communication?
- A. Passive
 - B. Critical
 - C. Manipulative
 - D. All of these
39. Effective teachers tend to display all of the following traits *except* which one?
- A. They are knowledgeable about people from different cultural backgrounds.
 - B. They guide students in thinking critically about ethnic issues.
 - C. They encourage students to interact with other students in a variety of settings.
 - D. They discourage students from asking questions about cultural and social issues.
40. Effective teachers have strengths in all of the following areas *except* which one?
- A. Goal-setting
 - B. Planning
 - C. Communication
 - D. Criticism

41. Mr. Gonzalez is a teacher who takes a constructivist approach to teaching. Which of the following teaching strategies would we probably **not** see in Mr. Gonzalez's classroom?
- A. Memorize information presented in textbooks
 - B. Explore their world both individually and with others
 - C. Build models to represent real-life situations
 - D. Use diagrams to illustrate complex concepts and principles
42. As a general rule, effective teachers would *least* likely do which of the following actions?
- A. Attempt to educate students without assistance from anyone else
 - B. Pursue an education beyond the minimum required for the state license
 - C. Ask a more experienced teacher to serve as a mentor
 - D. Seek funds to purchase equipment for use in the classroom
43. Mrs. Marion sets high goals for her teaching, and she organizes her lessons to maximize her students' learning. She also reflects about how to make her students' learning more interesting and challenging. Which identified area of effective teaching is Mrs. Marion demonstrating?
- A. Goal-setting and planning
 - B. Motivational skills
 - C. Communication
 - D. Technological skills
44. Mr. Leroy is able to keep the class working together and oriented toward classroom tasks. He creates and maintains an environment in which learning can occur. He has an inventory of strategies for setting and maintaining rules and procedures in the class, and for dealing with off-task behavior. He also monitors and paces classroom activities so that they are conducive to learning. Which identified area of effective teaching is Mr. Leroy demonstrating?
- A. Goal-setting and planning
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills
45. A teacher who is unable to orient the class toward classroom tasks and lacks a repertoire of strategies for dealing with off-task behavior is lacking in _____, which is an area identified as necessary for effective teaching.
- A. goal-setting and planning
 - B. motivational skills
 - C. classroom management skills
 - D. technological skills
46. Ms. Yates provides her students with choices that are in line with their personal interests. She gives them an opportunity to think creatively and in depth about their projects. Which identified area of effective teaching is Ms. Yates demonstrating?
- A. Goal-setting and planning
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills
47. A teacher who neither provides students with choices that correspond with their personal interests nor gives students an opportunity to think creatively and in depth about their projects is lacking in _____, an area identified as one for effective teaching.
- A. goal-setting and planning
 - B. motivational skills
 - C. classroom management skills
 - D. technological skills

48. Mrs. Kana believes in talking *to* students and parents rather than *with* them. She thinks that criticism is a learning tool and that being either aggressive or passive is an effective strategy. Which identified area of effective teaching is Mrs. Kana lacking in?
- A. Communication skills
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills
49. If a teacher believes in talking with students and parents rather than at them, and consistently uses an assertive style, which identified area of effective teaching is this teacher demonstrating?
- A. Communication skills
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills
50. Mr. Valsi encourages his students to have positive personal contact with diverse students and he often has ways of creating settings in which this is possible. He conducts activities in the class that give students the opportunity to think critically about cultural and ethnic issues. Which area identified as effective teaching is Mr. Valsi demonstrating?
- A. Communication skills
 - B. Working effectively with students from culturally diverse backgrounds
 - C. Classroom management skills
 - D. Technological skills
51. If a teacher does not conduct activities in the class that give students the opportunity to think critically about cultural and ethnic issues, then what part identified as one of the areas for effective teaching is the teacher lacking in?
- A. Communication skills
 - B. Working effectively with students from culturally diverse backgrounds
 - C. Classroom management skills
 - D. Technological skills
52. Mrs. Chu describes a writing assignment to her seventh-grade students. She divides the students into three groups. Although all students will participate in the writing assignment, Mrs. Chu has tailored the assignment to meet the developmental needs and abilities of each group. Mrs. Chu is using what type of instructional approach?
- A. Constructivism
 - B. Direct instruction
 - C. Multicultural education
 - D. Differentiated instruction
53. Mr. Smith often reports to his relatives that he has "no life" from September to June because in addition to the classroom hours, he still needs the weekends and evenings to get his work done. In this scenario, Mr. Smith is demonstrating _____, a requirement for an effective teacher.
- A. communication skills
 - B. commitment and motivation
 - C. classroom management skills
 - D. technological skills
54. A major issue in educational psychology and U.S. classrooms is the extent to which instruction should be tied to standards. This type of instruction is called
- A. standards-based instruction.
 - B. high-stakes instruction.
 - C. No Child Left Behind.
 - D. direct instruction.

55. What is the dependent variable in an experiment?
- A. The factor measured in an experiment
 - B. The group whose experience is manipulated
 - C. The manipulated, influential, experimental factor
 - D. The comparison group
56. What is the independent variable in an experiment?
- A. The factor measured in an experiment
 - B. The group whose experience is manipulated
 - C. The manipulated, influential, experimental factor
 - D. The comparison group
57. What type of research seeks to describe the strength of the relation between two or more characteristics?
- A. Correlational
 - B. Experimental
 - C. Cross-sectional
 - D. Longitudinal
58. Which of the following **best** describes the goal of correlational research?
- A. To obtain an in-depth look at one individual or class
 - B. To explain why certain conditions influence the characteristics of students
 - C. To describe the strength of the relation between two or more characteristics
 - D. To compare two groups of individuals under a variety of experimental conditions
59. When a researcher conducts an interview, which of the following is the most likely goal?
- A. To persuade the person through intimidation to modify his or her behavior
 - B. To determine which teaching methods are most effective for a group
 - C. To measure the correlation between a behavior and an outcome
 - D. To obtain information about a particular issue and understand how the person feels
60. Which of the following best describes a limitation of interviews and questionnaires?
- A. Findings do not generalize.
 - B. There is no control group.
 - C. Individuals give socially desirable answers.
 - D. Conclusions do not refer to the individual.
61. Which of the following best describes an ethnographic study?
- A. A study that has random assignment
 - B. A study with many different control groups
 - C. A study that reveals correlation rather than causation
 - D. A study that consists of in-depth description and interpretation of behavior in an ethnic or cultural group
62. If the administrators want to conduct research on how to improve some of the educational practices used at their school, and would like to accomplish this immediately, then they would most likely be using:
- A. ethnographic research.
 - B. correlational research.
 - C. program evaluation research.
 - D. action research.
63. If teachers want to conduct studies in their classrooms to improve their teaching methods, what type of research would they engage in?
- A. Teacher-as-researcher
 - B. Longitudinal research
 - C. Program evaluation research
 - D. Action research

64. Which of the following have uniform procedures for administration and scoring and assess students' aptitudes and skills in different domains?
- A. Ethnic gloss
 - B. Participant observation
 - C. Case studies
 - D. Standardized tests
65. Where do naturalistic observations take place?
- A. In a controlled setting
 - B. In the real world
 - C. In laboratories
 - D. None of these
66. Educational researchers make naturalistic observations of children in all of the following settings except which one?
- A. Museums
 - B. Playgrounds
 - C. Classrooms
 - D. Laboratories
67. Which of the following best describes a case study?
- A. A survey given to students at the beginning and end of the school year
 - B. A standardized test given to all students in the same grade level
 - C. An in-depth examination of a single student over several years
 - D. A series of interviews conducted by a teacher over several weeks
68. As part of a teacher workshop, teachers are engaged in reading in-depth examinations of one student over several years. These scenarios contain very rich data about each student's life and school progress. What are these teachers reading?
- A. The survey result for each student
 - B. The standardized test results of each student
 - C. A case study
 - D. A series of interviews
69. An educational psychologist is conducting research by observing and recording children's social behavior in the classroom. What type of research is this educational psychologist conducting?
- A. Correlational
 - B. Descriptive
 - C. A case study
 - D. Experimental
70. Which of the following best explains why the conclusions drawn from a case study cannot necessarily be applied to the general population?
- A. Observations are difficult to make over a long period of time without established criteria.
 - B. Most of the information is based on questionnaires.
 - C. The subject has a unique genetic makeup and set of experiences.
 - D. The laboratory is a controlled environment unlike the real world.
71. An educational researcher is interested in identifying students' attitudes about using computers to complete writing assignments. Which of the following research methods is the researcher most likely to use?
- A. Case study
 - B. Laboratory observation
 - C. Standardized test
 - D. Questionnaire

72. A teacher is interested in determining the motives behind a student's misbehavior in class. To collect relevant information, the teacher pays close attention to the student's behavior each day during class. When misbehavior occurs, the teacher makes notes concerning the context in which the misbehavior took place, the type of misbehavior demonstrated by the student, and the reactions of other students. Which of the following research methods is this teacher using?
- A. Naturalistic observation
 - B. Experimental research
 - C. Interview
 - D. Program evaluation
73. Bringing seven parents to a school to be interviewed about a recent change to the art program would be called:
- A. teacher-research
 - B. focus group
 - C. correlation of outside resources
 - D. manipulating the variable
74. What might researchers ask study participants to keep to document quantitative or qualitative aspects of their lives?
- A. Previous research studies
 - B. Memorabilia
 - C. Dependent variables
 - D. Personal journals or diaries
75. An educational researcher is intrigued by a student who has a rare genetic condition that interferes with a portion of the brain that is suspected to control emotions. As a result, the student exhibits uncontrolled emotional outbursts at very unexpected times. The researcher observes the student in a variety of situations with hopes of identifying ways in which the student's condition interferes with building close personal relationships. Which of the following research methods is this researcher using?
- A. Laboratory research
 - B. Questionnaire
 - C. Case study
 - D. Correlational research
76. An educational researcher conducted interviews with freshmen who were considered "at risk" for dropping out of high school. The researcher monitored these students for the next 3 years. The researcher discovered that students with low self-esteem were more likely to drop out of high school than students with high self-esteem. Which of the following conclusions is most strongly supported by this observation?
- A. Students drop out of school because they have low self-esteem.
 - B. A student who performs poorly will tend to have low self-esteem.
 - C. Dropping out of school causes students to have low self-esteem.
 - D. The tendency to drop out of school is correlated with self-esteem.
77. Which of the following statements best describes a control group?
- A. A control group is a comparison group treated in every way like the other group, except for the manipulated factor.
 - B. A control group is a comparison group that does not participate in the experiment, but fills out a questionnaire instead.
 - C. A control group is a group of individuals randomly assigned to a variety of treatments.
 - D. A control group is a group of individuals who design the procedures of an experiment.
78. Which of the following statements best describes the goal of action research?
- A. To make decisions about the effectiveness of new administrative policies
 - B. To improve educational practices immediately in one or two classrooms
 - C. To determine whether various teaching methods influence students' attendance
 - D. To compare academic performance of students in one district with students in another district

79. A group of researchers is evaluating the success of a program for alternative teacher certification that began a year ago. What type of research is being conducted in this scenario?
- A. Experimental research
 - B. Correlational research
 - C. Program evaluation research
 - D. Action research
80. Several teachers have decided to conduct research on how to improve some of the educational practices at their school. They want to be able to accomplish this immediately and will only be conducting this in their school. What type of research is being conducted in this scenario?
- A. Experimental research
 - B. Correlational research
 - C. Program evaluation research
 - D. Action research
81. Mrs. Winter, the principal of Roosevelt Elementary, has decided to conduct research on how to improve the drop-off area of the school. It is often congested and the routes not well executed. She wants immediate results because this has become a disturbance when students arrive and when they leave school. What type of research will Mrs. Winter be conducting in this scenario?
- A. Experimental research
 - B. Correlational research
 - C. Program evaluation research
 - D. Action research
82. If teachers were going to conduct research in their classrooms using the teacher-as-researcher format, what are the approaches they would take to collect the data?
- A. Clinical interviews
 - B. Participant observation
 - C. Case studies
 - D. All of these
83. In order to hold teachers and students responsible for student performance, the federal No Child Left Behind Act
- A. requires that alternative standardized tests be administered to students with disabilities.
 - B. requires that standardized tests be administered in a student's native language.
 - C. mandates that in 2005 every state has to give standardized tests to students in grades 3-8 in language arts and math.
 - D. mandates that in 2005 every state must administer tests to all students in math, science, social studies, and language arts.
84. Identify two key ingredients to being an effective teacher.
85. Identify four characteristics associated with good teachers.

86. Identify four characteristics associated with bad teachers.
87. Describe the teaching philosophy of constructivism.
88. Describe the teaching philosophy of direct instruction.
89. What are some strategies effective teachers use regarding diversity issues?
90. Identify four figures that helped shape the field of educational psychology.
91. Outline the contributions of three people in the field of educational psychology and how these contributions helped form the field of educational psychology.

92. Identify how the field of educational psychology can be considered an art. Then, identify how it can also be considered a science.
93. Outline the reasons why you may believe that the field of educational psychology could be considered an art or a science. Support your answer using the textbook.
94. Discuss how the early "pioneers" shaped educational psychology.
95. Discuss what is meant by "the cultural school."
96. Reflect on how lacking in one of the areas of effective teaching can affect a teacher's success in the class.
97. Discuss how excelling in the areas of effective teaching can also be described as possessing the characteristics associated with the "best teachers."

98. Identify three research methods that are commonly used in educational psychology.

99. Identify the teaching strategies for becoming an effective teacher-researcher.

100. What makes for a well-constructed interview and/or survey?

101. Identify what a case study is.

102. Compare and contrast action research with teacher-researcher.

103. Discuss the role of random assignment when conducting an experiment.

104. Discuss the differences between the independent and dependent variables.

105. Discuss the role of standardized testing in the current education system. Consider the issue of *accountability* in your discussion.

106. Consider the different goals of conducting program evaluation research, action research, and teacher-as-researcher.

107. Discuss the methods used by a teacher-as-researcher to obtain information about students.

108. Discuss the major components of experimental research.

109. Discuss the differences between gathering descriptive, correlational, and experimental data.

110. Mr. Newman just graduated with an education degree. As part of his interview process for a position at Middletown Elementary School, he was asked to discuss whether he believes teaching is an art or a science. What should Mr. Newman discuss?
111. Mr. Avalon is collecting information regarding the erratic and sometimes very disruptive behaviors of one of his students. Mr. Avalon pays close attention to the student's behavior each day during class and whenever the behavior in question occurs, he records it and the context in which the behavior took place. Which research methods is this teacher using?
112. You have been asked to make a presentation at a teaching workshop on the figures that helped to shape the field of educational psychology. Whom should you discuss? What are their contributions to the field?
113. Mrs. Etive sets goals related to her instruction as well as her students' learning. She plans her lessons so as to maximize her students' learning potential. She is able to deal effectively with misbehavior and has rules in place. She is motivated and possesses self-efficacy with regard to her teaching. What is Mrs. Etive displaying?
114. Susan, an educational psychologist, is exploring the relationship between parental involvement and student classroom achievement. What type of research is this educational psychologist conducting?

115. Manuel, an educational psychologist, wants to explore the effects of a new six-week reading program on children's academic reading competence. He randomly assigns children to two different groups. The two groups are treated the same except that the experimental group receives the new reading approach and the control group receives the traditional reading approach. At the end of the six-week period, Manuel tests both groups of children to determine if the new reading program has had an effect on children's reading competence. What type of research is Manuel conducting?

1 Key

1. William James is responsible for writing the first psychology textbook, *Principles of Psychology*, in 1890.
(p. 2.) **TRUE**

In 1890, William James launched the first psychology textbook titled *Principles of Psychology*.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #1

2. One of the major figures in shaping the field of educational psychology was E. L. Thorndike.
(p. 3.) **TRUE**

E. L. Thorndike was a pioneer in the field of educational psychology; he initiated an emphasis on assessment and measurement and promoted the scientific underpinnings of learning.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #2

3. In 1954, Leta Stetter Hollingworth developed the concept of *programmed learning*, which involved reinforcing the student after a series of steps until the student reached a learning goal.
(p. 4.) **FALSE**

In the 1950s, programmed learning, which involved reinforcing the student after a series of steps until the student reached a learning goal, was developed by B. F. Skinner. Leta Stetter Hollingworth was the first individual to use the term *gifted* to describe children who scored exceptionally high on intelligence tests.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #3

4. According to a recent survey, the "best teachers" expect too much from students.
(p. 11.) **FALSE**

The worst teachers, not the best teachers, expect too much from students (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #4

5. Effective teachers fail to help students become self-motivated to learn.
(p. 13.) **FALSE**

Effective teachers have strategies for helping students become self-motivated.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #5

6. Effective teachers tend to be critical, aggressive, and manipulative when interacting with students.
(p. 13) **FALSE**

Effective teachers keep criticism to a minimum and are neither aggressive nor manipulative.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #6*

7. Ineffective teachers possess commitment and motivation.
(p. 13) **FALSE**

Effective teachers possess commitment and motivation.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #7*

8. Being an effective teacher means paying attention to goal setting and planning.
(p. 13) **TRUE**

Effective teachers pay attention to goal setting and planning.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #8*

9. Grade level and age tend to be good predictors of children's development.
(p. 15) **FALSE**

U.S. schools are organized by grade and to some degree by age, but grade level and age are not always good predictors of children's development. There is usually a 2- or 3-year span of ages with an even wider span of skills, abilities, and developmental stages at any grade level.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #9*

10. Today, one of every five children in the United States is from an immigrant family.
(p. 9) **TRUE**

Today, one of every five children in the United States is from an immigrant family, and by 2040 one of every three U.S. children is projected to fit this description.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #10*

11. Effective teachers only use assessment to document their students' performance after instruction.
(p. 10) **FALSE**

Effective teachers not only use assessment to document student performance after instruction, but also before and during instruction.

*Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #11*

12. Good interviews and surveys involve concrete, specific, and unambiguous questions.
(p. 16) **TRUE**

Good interviews and surveys involve concrete, specific, and unambiguous questions.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #12

13. A standardized test often allows a student's performance to be compared with that of other students at the same age or grade level, in many cases on a national basis.
(p. 17) **TRUE**

A student's performance can be compared with that of other students nationally (or locally) when a standardized test is used.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #13

14. Case studies are typically used when controlled research is conducted in the laboratory.
(p. 19) **FALSE**

A case study is an in-depth look at an individual. It is often used when unique circumstances in a person's life cannot be duplicated.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #14

15. If the results of correlational research indicate that two traits are highly correlated, then one trait most likely is the cause of the other.
(p. 20) **FALSE**

Correlation is not causation. Some other factor could cause the trend.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #15

16. Which of the following researchers, during the late 1880s, argued for the importance of observing classrooms for improving education?
(p. 2) **B.** William James
A. George Sanchez
C. Kenneth Clark
D. Leta Stetter Hollingworth

William James argued for the importance of observing teaching and learning in the classroom for improving education.

Blooms Taxonomy: Knowledge

Learning Goal I: Describe some basic ideas about the field of educational psychology.

Santrock - Chapter 01 #16

17. (p. 3) Who was the first individual to use the term "gifted" to describe students who scored exceptionally high on intelligence tests, and what year was this term first published by this researcher?
- A.** Leta Hollingworth, 1916
 - B. Mamie Clark, 1939
 - C. William James, 1951
 - D. John Dewey, 1962

Leta Hollingsworth used the term "gifted" in 1916.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #17

18. (p. 3) According to the text, who established the first major educational psychology laboratory in the United States, where was it established, and in what year was it established?
- A. E. L. Thorndike, Cornell University, 1820
 - B. William James, Columbia University, 1865
 - C.** John Dewey, University of Chicago, 1894
 - D. Margaret Metzger, Harvard University, 1954

John Dewey is credited with establishing the first major educational psychology laboratory.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #18

19. (p. 3) William James is known for which of the following recommendations regarding the material used to educate children?
- A. Start lessons at a point somewhat below the child's current level of understanding so the child can gain confidence.
 - B.** Start lessons at a point just beyond the child's current level of understanding to stretch the child's mind.
 - C. Encourage children to learn about the world by reading books by a variety of authors so that each child gains a broad perspective on the world.
 - D. Encourage children to learn about the world through hands-on experience so that each child gains confidence in solving problems.

William James recommended that lessons be started at a point just beyond the child's current level of knowledge and understanding.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #19

20. (p. 3) The results of a research study conducted by George Sanchez showed which of the following?
- A. The size of a man's brain can be used to predict his intelligence.
 - B.** Intelligence tests are culturally biased against ethnic minority children.
 - C. The average IQ for males is greater than the average IQ for females.
 - D. Teachers spend less time interacting with ethnic minority children.

George Sanchez's research results showed that intelligence tests typically include questions about topics that are culturally biased against ethnic minority children.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #20

21. Mrs. Tell, a third-grade teacher, is using a taxonomy that is comprised of cognitive skills that include remembering, comprehending, synthesizing, and evaluating. Who created the taxonomy that Mrs. Tell is using?
(p. 4)
- A. E. L. Thorndike
 - B. William James
 - C. John Dewey
 - D. Benjamin Bloom**

Benjamin Bloom created a taxonomy that is comprised of cognitive skills that include remembering, comprehending, synthesizing, and evaluating. He believed teachers should help students use and develop these skills.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #21

22. According to a recent survey, which of the following traits is characteristic of the best teachers?
(p. 13)
- A. Having a sense of humor**
 - B. Treating students like children
 - C. Showing favoritism toward some students
 - D. Assigning excessive amounts of homework

Sense of humor is the first characteristic listed for best teachers (Figure 1.1). Sense of humor is also discussed under "Images of Good and Bad Teachers."

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #22

23. According to a recent survey, which of the following traits is characteristic of the best teachers?
(p. 13)
- A. Having a sense of humor
 - B. Making the class interesting
 - C. Having knowledge of subjects
 - D. Explaining things clearly
 - E. All of these**

Having a sense of humor, making the class interesting, having knowledge of subjects, and explaining things clearly are all characteristics listed for best teachers (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #23

24. According to a recent survey, which of the following traits is characteristic of the worst teachers?
(p. 13)
- A. Having knowledge of the subject
 - B. Retaining control of the classroom
 - C. Relating well to students
 - D. Expecting too much from students**

Expecting too much is the fifth characteristic listed for worst teachers (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #24

25. According to a recent survey, which of the following traits is characteristic of the worst teachers?
(p. 13)
- A. Having knowledge of the subject
 - B. Retaining control of the classroom
 - C. Having a poor attitude**
 - D. Making the class interesting

Having a poor attitude is the fourth characteristic listed for worst teachers (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #25

26. If a teacher is thought of by students as being too strict, this teacher would be classified as a(n) _____ teacher by a recent survey.
(p. 13)
- A. best
 - B. worst**
 - C. elementary school
 - D. secondary school

All of the characteristics this teacher is displaying are listed as being characteristics of worst teachers (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #26

27. If students think of a teacher as possessing knowledge of the subject, retaining control of the classroom, and relating well to students, this teacher would be classified as a(n) _____ teacher by a recent survey.
(p. 13)
- A. best**
 - B. worst
 - C. elementary school
 - D. secondary school

All of the characteristics this teacher is displaying are listed as being characteristics of best teachers (Figure 1.1).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #27

28. Which of the following are the two key ingredients needed for teachers to master a variety of perspectives and strategies in order to be flexible in their application?
(p. 6)
- A. Determining the pace and the content of topics covered during class
 - B. Being a guide who helps students construct their own understanding and knowledge as well as being the observer who allows students to complete projects and assignments without assistance
 - C. Professional knowledge and skills, and commitment and motivation**
 - D. Evaluator who offers criticism and advice at the end of each semester

According to Diaz (1997), professional knowledge and skills, and commitment and motivation are the two key ingredients teachers need to master a variety of perspectives and strategies in order to be flexible in their application.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #28

29. Which of the following does *not* characterize the direct instruction approach?

(p. 6)

- A. High teacher expectations for student progress
- B. Peer collaboration**
- C. Teacher direction and control
- D. Maximization of student time on academic tasks

The direct instruction approach is a structured, teacher-centered approach that is characterized by teacher direction and control, high teacher expectations for students' progress, maximum time spent by students on academic tasks, and efforts by the teacher to keep negative affect to a minimum. Peer collaboration is characteristic of constructivism.

Blooms Taxonomy: Knowledge

Learning Goal II: Identify the attitudes and skills of an effective teacher.

Santrock - Chapter 01 #29

30. According to Darling-Hammond and Bransford (2005), many effective teachers use what type of instructional approach?

(p. 7)

- A. Behaviorism
- B. Constructivism
- C. Direct instruction
- D. Both a constructivist and a direct instruction approach**

According to Darling-Hammond and Bransford (2005), many effective teachers use both a constructivist and a direct instruction approach rather than either exclusively. Some circumstances may call more for a constructivist approach, others for a direct instruction approach.

Blooms Taxonomy: Knowledge

Learning Goal II: Identify the attitudes and skills of an effective teacher.

Santrock - Chapter 01 #30

31. Which of the following best describes the constructivist critique of American education?

(p. 6)

- A. Children are required to sit still for too long periods of time.
- B. Children are given tasks that ask them to be passive learners.
- C. Children are asked to memorize irrelevant as well as relevant information.
- D. All of these**

The constructivists believe that for too long in American education children have been required to sit still, be passive learners, and memorize irrelevant as well as relevant information.

Blooms Taxonomy: Knowledge

Learning Goal II: Identify the attitudes and skills of an effective teacher.

Santrock - Chapter 01 #31

32. Which of the following best describes the educational philosophy of constructivism?

(p. 6)

- A. Individuals actively build knowledge and understanding.**
- B. Individuals retain new information most effectively through repetition.
- C. Individuals learn best when they work independently rather than in large groups.
- D. Individuals have a tendency to adopt the biases of their teachers.

Constructivism emphasizes that individuals actively construct knowledge and understanding.

Blooms Taxonomy: Knowledge

Learning Goal II: Identify the attitudes and skills of an effective teacher.

Santrock - Chapter 01 #32

33. (p. 7) Effective teachers set high goals for their teaching and organize plans for reaching those goals. Which of the following activities is included in good planning?
- A. "Winging it" and emphasizing spontaneity
 - B. Focusing on lesson plans only
 - C. Figuring out which things students should do when, in what order, and how**
 - D. Devising ways to reduce time spent on inquiry, discussion, and practice

Good planning requires consideration of the kinds of information, demonstrations, models, inquiry opportunities, discussion, and practice students need over time to understand particular concepts and develop particular skills. The process of instructional design requires that teachers figure out which things students should do when, in what order, and how.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #33

34. (p. 11) Being an effective teacher with regard to technological skills requires
- A. memorizing information presented in textbooks.
 - B. knowing about various assistive devices to support the learning of students with disabilities.
 - C. having the skill to integrate computers appropriately with instruction.
 - D. b and c are correct**

Being an effective teacher with regard to technological skills requires knowing how to use computers as well as how to teach students to use computers for discovery and writing. It also means that the teacher has the skill to integrate computers appropriately with instruction.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #34

35. (p. 12) Which of the following statements is true about students' technology use?
- A. Students from low-income families are equally likely as high-income students to have a computer at home.
 - B. Low-income Americans comprise only 18 percent of Internet users, even though they comprise 28 percent of the population.**
 - C. About 10 percent of all students have high-speed Internet access in their classrooms.
 - D. About 30 percent of students report they have no interest in technology use.

According to a recent technology survey in 2005, Americans earning less than \$30,000 a year comprise only 18 percent of Internet users, despite comprising 28 percent of the population. Low-income youth are especially vulnerable, being eight times less likely to use computers at home as children in families earning \$75,000 or more.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #35

36. (p. 8) When working with students, effective teachers typically use which of the following styles of communication?
- A. Passive
 - B. Critical
 - C. Manipulative
 - D. Assertive**

According to several researchers, effective teachers have an assertive style of communication.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #36

37. (p. 9) Mr. Gonzalez spends time reading about other cultures and ethnicities. He sets high expectations for his students and works to communicate effectively with families from all backgrounds. Which of the following best describes what Mr. Gonzalez demonstrates in his classroom?
- A. Cultural bias
 - B. Subject matter competence
 - C. Classroom management skills
 - D.** Cultural competence

Effective teachers are knowledgeable about people from different cultural backgrounds and are sensitive to their needs.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #37

38. (p. 8) When working with students, ineffective teachers typically use which of the following styles of communication?
- A. Passive
 - B. Critical
 - C. Manipulative
 - D.** All of these

According to several researchers, ineffective teachers are critical and manipulative and use a passive style of communication.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #38

39. (p. 9) Effective teachers tend to display all of the following traits *except* which one?
- A. They are knowledgeable about people from different cultural backgrounds.
 - B. They guide students in thinking critically about ethnic issues.
 - C. They encourage students to interact with other students in a variety of settings.
 - D.** They discourage students from asking questions about cultural and social issues.

Effective teachers encourage students to think about cultural and ethnic issues and become comfortable in diverse settings.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #39

40. (p. 8-9) Effective teachers have strengths in all of the following areas *except* which one?
- A. Goal-setting
 - B. Planning
 - C. Communication
 - D.** Criticism

Effective teachers are described as having strengths in goal-setting and planning, classroom management skills, motivational skills, communication skills, working effectively with students from culturally diverse backgrounds, and possessing technological skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #40

41. Mr. Gonzalez is a teacher who takes a constructivist approach to teaching. Which of the following teaching strategies would we probably **not** see in Mr. Gonzalez's classroom?
(p. 6)
- A. Memorize information presented in textbooks
 - B. Explore their world both individually and with others
 - C. Build models to represent real-life situations
 - D. Use diagrams to illustrate complex concepts and principles

Children are encouraged to explore their world and think critically. Today, constructivism includes an emphasis on collaboration.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #41

42. As a general rule, effective teachers would *least* likely do which of the following actions?
(p. 13)
- A. Attempt to educate students without assistance from anyone else
 - B. Pursue an education beyond the minimum required for the state license
 - C. Ask a more experienced teacher to serve as a mentor
 - D. Seek funds to purchase equipment for use in the classroom

Effective teachers tend to pursue higher education and view teaching as a cooperative endeavor. They also seek to improve the resources in the classroom.

Blooms Taxonomy: Analysis
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #42

43. Mrs. Marion sets high goals for her teaching, and she organizes her lessons to maximize her students' learning. She also reflects about how to make her students' learning more interesting and challenging. Which identified area of effective teaching is Mrs. Marion demonstrating?
(p. 7)
- A. Goal-setting and planning
 - B. Motivational skills
 - C. Communication
 - D. Technological skills

Effective teachers are described as having strengths in goal-setting and planning, classroom management skills, motivational skills, communication skills, working effectively with students from culturally diverse backgrounds, and possessing technological skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #43

44. Mr. Leroy is able to keep the class working together and oriented toward classroom tasks. He creates and maintains an environment in which learning can occur. He has an inventory of strategies for setting and maintaining rules and procedures in the class, and for dealing with off-task behavior. He also monitors and paces classroom activities so that they are conducive to learning. Which identified area of effective teaching is Mr. Leroy demonstrating?
(p. 7)
- A. Goal-setting and planning
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills

Mr. Leroy is exhibiting effective classroom management skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #44

45. (p. 7) A teacher who is unable to orient the class toward classroom tasks and lacks a repertoire of strategies for dealing with off-task behavior is lacking in _____, which is an area identified as necessary for effective teaching.
- A. goal-setting and planning
 - B. motivational skills
 - C. classroom management skills**
 - D. technological skills

This teacher lacks effective classroom management skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #45

46. (p. 7-8) Ms. Yates provides her students with choices that are in line with their personal interests. She gives them an opportunity to think creatively and in depth about their projects. Which identified area of effective teaching is Ms. Yates demonstrating?
- A. Goal-setting and planning
 - B. Motivational skills**
 - C. Classroom management skills
 - D. Technological skills

Ms. Yates demonstrates effective motivational skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #46

47. (p. 7-8) A teacher who neither provides students with choices that correspond with their personal interests nor gives students an opportunity to think creatively and in depth about their projects is lacking in _____, an area identified as one for effective teaching.
- A. goal-setting and planning
 - B. motivational skills**
 - C. classroom management skills
 - D. technological skills

This type of teacher lacks effective motivational skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #47

48. (p. 8) Mrs. Kana believes in talking *to* students and parents rather than *with* them. She thinks that criticism is a learning tool and that being either aggressive or passive is an effective strategy. Which identified area of effective teaching is Mrs. Kana lacking in?
- A. Communication skills**
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills

Mrs. Kana exhibits poor communication skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #48

49. (p. 8) If a teacher believes in talking with students and parents rather than at them, and consistently uses an assertive style, which identified area of effective teaching is this teacher demonstrating?
- A.** Communication skills
 - B. Motivational skills
 - C. Classroom management skills
 - D. Technological skills

This type of teacher exhibits effective communication skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #49

50. (p. 9) Mr. Valsi encourages his students to have positive personal contact with diverse students and he often has ways of creating settings in which this is possible. He conducts activities in the class that give students the opportunity to think critically about cultural and ethnic issues. Which area identified as effective teaching is Mr. Valsi demonstrating?
- A. Communication skills
 - B.** Working effectively with students from culturally diverse backgrounds
 - C. Classroom management skills
 - D. Technological skills

Mr. Valsi works effectively with students from culturally diverse backgrounds.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #50

51. (p. 9) If a teacher does not conduct activities in the class that give students the opportunity to think critically about cultural and ethnic issues, then what part identified as one of the areas for effective teaching is the teacher lacking in?
- A. Communication skills
 - B.** Working effectively with students from culturally diverse backgrounds
 - C. Classroom management skills
 - D. Technological skills

This teacher lacks the ability to work effectively with students from culturally diverse backgrounds.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #51

52. (p. 8) Mrs. Chu describes a writing assignment to her seventh-grade students. She divides the students into three groups. Although all students will participate in the writing assignment, Mrs. Chu has tailored the assignment to meet the developmental needs and abilities of each group. Mrs. Chu is using what type of instructional approach?
- A. Constructivism
 - B. Direct instruction
 - C. Multicultural education
 - D.** Differentiated instruction

Differentiated instruction involves recognizing individual variations in students' knowledge, readiness, interests, and other characteristics, and taking these differences into account in planning curriculum and engaging in instruction. Differentiated instruction emphasizes tailoring assignments to meet students' needs and abilities.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #52

53. Mr. Smith often reports to his relatives that he has "no life" from September to June because in addition to the classroom hours, he still needs the weekends and evenings to get his work done. In this scenario, Mr. Smith is demonstrating _____, a requirement for an effective teacher.
- (p. 12)
- A. communication skills
 - B. commitment and motivation**
 - C. classroom management skills
 - D. technological skills

Effective teachers are described as having to be committed to their jobs as well as being motivated.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #53

54. A major issue in educational psychology and U.S. classrooms is the extent to which instruction should be tied to standards. This type of instruction is called
- (p. 11)
- A. standards-based instruction.**
 - B. high-stakes instruction.
 - C. No Child Left Behind.
 - D. direct instruction.

Curriculum and instruction that is tied to standards is called *standards-based instruction*.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #54

55. What is the dependent variable in an experiment?
- (p. 20)
- A. The factor measured in an experiment**
 - B. The group whose experience is manipulated
 - C. The manipulated, influential, experimental factor
 - D. The comparison group

The dependent variable is the factor measured in an experiment.

Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #55

56. What is the independent variable in an experiment?
- (p. 20)
- A. The factor measured in an experiment
 - B. The group whose experience is manipulated
 - C. The manipulated, influential, experimental factor**
 - D. The comparison group

The independent variable is the manipulated, influential, experimental factor that can be changed independently of other factors.

Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #56

57. What type of research seeks to describe the strength of the relation between two or more characteristics?
(p. 20)
- A.** Correlational
 - B. Experimental
 - C. Cross-sectional
 - D. Longitudinal

The goal of correlational research is to describe the strength of the relation between two or more events or characteristics.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #57*

58. Which of the following **best** describes the goal of correlational research?
(p. 20)
- A. To obtain an in-depth look at one individual or class
 - B. To explain why certain conditions influence the characteristics of students
 - C.** To describe the strength of the relation between two or more characteristics
 - D. To compare two groups of individuals under a variety of experimental conditions

The goal of correlational research is to describe the strength of the relation between two or more events or characteristics.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #58*

59. When a researcher conducts an interview, which of the following is the most likely goal?
(p. 17)
- A. To persuade the person through intimidation to modify his or her behavior
 - B. To determine which teaching methods are most effective for a group
 - C. To measure the correlation between a behavior and an outcome
 - D.** To obtain information about a particular issue and understand how the person feels

An interview helps the researcher obtain information about a particular problem or issue that helps to understand feelings, experiences, and/or beliefs.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #59*

60. Which of the following best describes a limitation of interviews and questionnaires?
(p. 18)
- A. Findings do not generalize.
 - B. There is no control group.
 - C.** Individuals give socially desirable answers.
 - D. Conclusions do not refer to the individual.

A limitation of interviews and questionnaires is that individuals give socially desirable answers, responding in a way they think is most socially acceptable or desirable rather than the way they truly feel.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #60*

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

61. Which of the following best describes an ethnographic study?
(p. 19)
- A. A study that has random assignment
 - B. A study with many different control groups
 - C. A study that reveals correlation rather than causation
 - D. A study that consists of in-depth description and interpretation of behavior in an ethnic or cultural group**

An ethnographic study consists of in-depth description and interpretation of behavior in an ethnic or cultural group that includes direct involvement with the participants.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #61

62. If the administrators want to conduct research on how to improve some of the educational practices used at their school, and would like to accomplish this immediately, then they would most likely be using:
(p. 22)
- A. ethnographic research.
 - B. correlational research.
 - C. program evaluation research.
 - D. action research.**

Action research is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision regarding a specific location. Its goal is to provide immediate action and it is carried out by teachers and administrators rather than educational psychologists.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #62

63. If teachers want to conduct studies in their classrooms to improve their teaching methods, what type of research would they engage in?
(p. 22)
- A. Teacher-as-researcher**
 - B. Longitudinal research
 - C. Program evaluation research
 - D. Action research

In teacher-researcher, classroom teachers conduct their own research to solve their own specific classroom problems. It can be done to improve teaching and other educational strategies, reinvent the teacher's role, fuel school renewal, and improve student learning. It is considered an important outgrowth of action research.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #63

64. Which of the following have uniform procedures for administration and scoring and assess students' aptitudes and skills in different domains?
(p. 18)
- A. Ethnic gloss
 - B. Participant observation
 - C. Case studies
 - D. Standardized tests**

Standardized tests have uniform procedures for administration and scoring and assess students' aptitudes and skills in different domains.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #64

65. Where do naturalistic observations take place?

(p. 17)

- A. In a controlled setting
- B. In the real world**
- C. In laboratories
- D. None of these

Naturalistic observations take place in real-world settings. Places such as museums, classrooms, homes, neighborhoods, and other natural settings.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #65

66. Educational researchers make naturalistic observations of children in all of the following settings except which one?

(p. 17)

- A. Museums
- B. Playgrounds
- C. Classrooms
- D. Laboratories**

The laboratory is a controlled setting from which many of the complex factors of the real world have been removed.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #66

67. Which of the following best describes a case study?

(p. 19)

- A. A survey given to students at the beginning and end of the school year
- B. A standardized test given to all students in the same grade level
- C. An in-depth examination of a single student over several years**
- D. A series of interviews conducted by a teacher over several weeks

A case study is an in-depth look at an individual.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #67

68. As part of a teacher workshop, teachers are engaged in reading in-depth examinations of one student over several years. These scenarios contain very rich data about each student's life and school progress. What are these teachers reading?

(p. 19)

- A. The survey result for each student
- B. The standardized test results of each student
- C. A case study**
- D. A series of interviews

A case study is an in-depth look at an individual.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #68

69. An educational psychologist is conducting research by observing and recording children's social behavior in the classroom. What type of research is this educational psychologist conducting?
- (p. 17)
- A. Correlational
 - B. Descriptive**
 - C. A case study
 - D. Experimental

The goal of descriptive research is to observe and describe behavior.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #69

70. Which of the following best explains why the conclusions drawn from a case study cannot necessarily be applied to the general population?
- (p. 19)
- A. Observations are difficult to make over a long period of time without established criteria.
 - B. Most of the information is based on questionnaires.
 - C. The subject has a unique genetic makeup and set of experiences.**
 - D. The laboratory is a controlled environment unlike the real world.

The subject of a case study is unique with a genetic makeup and set of experiences that no one else shares. Thus, the findings may not generalize to others.

Blooms Taxonomy: Comprehension

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #70

71. An educational researcher is interested in identifying students' attitudes about using computers to complete writing assignments. Which of the following research methods is the researcher most likely to use?
- (p. 17)
- A. Case study
 - B. Laboratory observation
 - C. Standardized test
 - D. Questionnaire**

Since the researcher is interested in knowing students' attitudes, the most appropriate method would be a questionnaire or interview. A case study is limited to one person. Laboratory observation would not reveal attitudes, nor would a standardized test.

Blooms Taxonomy: Evaluation

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #71

72. A teacher is interested in determining the motives behind a student's misbehavior in class. To collect relevant information, the teacher pays close attention to the student's behavior each day during class. When misbehavior occurs, the teacher makes notes concerning the context in which the misbehavior took place, the type of misbehavior demonstrated by the student, and the reactions of other students. Which of the following research methods is this teacher using?
- (p. 17)
- A. Naturalistic observation**
 - B. Experimental research
 - C. Interview
 - D. Program evaluation

The teacher is observing the student in his or her natural setting; thus the teacher is using naturalistic observation.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #72

73. (p. 19.) Bringing seven parents to a school to be interviewed about a recent change to the art program would be called:
- A. teacher-research
 - B. focus group**
 - C. correlation of outside resources
 - D. manipulating the variable

Focus groups are used to obtain information about a specific topic or issue.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #73

74. (p. 20.) What might researchers ask study participants to keep to document quantitative or qualitative aspects of their lives?
- A. Previous research studies
 - B. Memorabilia
 - C. Dependent variables
 - D. Personal journals or diaries**

Personal journals or diaries are used to study aspects of a subject's life for future review.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #74

75. (p. 19.) An educational researcher is intrigued by a student who has a rare genetic condition that interferes with a portion of the brain that is suspected to control emotions. As a result, the student exhibits uncontrolled emotional outbursts at very unexpected times. The researcher observes the student in a variety of situations with hopes of identifying ways in which the student's condition interferes with building close personal relationships. Which of the following research methods is this researcher using?
- A. Laboratory research
 - B. Questionnaire
 - C. Case study**
 - D. Correlational research

This individual has a unique set of circumstances and these findings may not generalize to other people. This is a case study.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #75

76. (p. 20.) An educational researcher conducted interviews with freshmen who were considered "at risk" for dropping out of high school. The researcher monitored these students for the next 3 years. The researcher discovered that students with low self-esteem were more likely to drop out of high school than students with high self-esteem. Which of the following conclusions is most strongly supported by this observation?
- A. Students drop out of school because they have low self-esteem.
 - B. A student who performs poorly will tend to have low self-esteem.
 - C. Dropping out of school causes students to have low self-esteem.
 - D. The tendency to drop out of school is correlated with self-esteem.**

The researcher observes a correlation, not causation, between the two traits (tendency to drop out and low self-esteem).

Blooms Taxonomy: Evaluation

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #76

77. Which of the following statements best describes a control group?
(p. 21.)
- A.** A control group is a comparison group treated in every way like the other group, except for the manipulated factor.
 - B. A control group is a comparison group that does not participate in the experiment, but fills out a questionnaire instead.
 - C. A control group is a group of individuals randomly assigned to a variety of treatments.
 - D. A control group is a group of individuals who design the procedures of an experiment.

A control group is treated like the experimental group in every way except for the factor under study.

*Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #77*

78. Which of the following statements best describes the goal of action research?
(p. 22.)
- A. To make decisions about the effectiveness of new administrative policies
 - B.** To improve educational practices immediately in one or two classrooms
 - C. To determine whether various teaching methods influence students' attendance
 - D. To compare academic performance of students in one district with students in another district

Action research is used to solve a specific classroom or school problem. The goal is to improve educational practices immediately in one or two classrooms, a school, or several schools.

*Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #78*

79. A group of researchers is evaluating the success of a program for alternative teacher certification that began a year ago. What type of research is being conducted in this scenario?
(p. 22.)
- A. Experimental research
 - B. Correlational research
 - C.** Program evaluation research
 - D. Action research

Program evaluation research is designed to make a decision about the effectiveness of a particular program.

*Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #79*

80. Several teachers have decided to conduct research on how to improve some of the educational practices at their school. They want to be able to accomplish this immediately and will only be conducting this in their school. What type of research is being conducted in this scenario?
(p. 22.)
- A. Experimental research
 - B. Correlational research
 - C. Program evaluation research
 - D.** Action research

Action research is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision regarding a specific location. Its goal is to provide immediate action, and it is carried out by teachers and administrators rather than educational psychologists.

*Blooms Taxonomy: Knowledge
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #80*

81. (p. 22.) Mrs. Winter, the principal of Roosevelt Elementary, has decided to conduct research on how to improve the drop-off area of the school. It is often congested and the routes not well executed. She wants immediate results because this has become a disturbance when students arrive and when they leave school. What type of research will Mrs. Winter be conducting in this scenario?
- A. Experimental research
 - B. Correlational research
 - C. Program evaluation research
 - D.** Action research

Action research is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision regarding a specific location. Its goal is to provide immediate action, and it is carried out by teachers and administrators rather than educational psychologists.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #81

82. (p. 22.) If teachers were going to conduct research in their classrooms using the teacher-as-researcher format, what are the approaches they would take to collect the data?
- A. Clinical interviews
 - B. Participant observation
 - C. Case studies
 - D.** All of these

In teacher-researcher format, classroom teachers conduct their own research to solve their own specific classroom problems. It can be done to improve teaching and other educational strategies, reinvent the teacher's role, fuel school renewal, improve student learning. It is considered an important outgrowth of action research that can use clinical interviews, participant observation, and case studies to collect the data.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #82

83. (p. 19.) In order to hold teachers and students responsible for student performance, the federal No Child Left Behind Act
- A. requires that alternative standardized tests be administered to students with disabilities.
 - B. requires that standardized tests be administered in a student's native language.
 - C.** mandates that in 2005 every state has to give standardized tests to students in grades 3-8 in language arts and math.
 - D. mandates that in 2005 every state must administer tests to all students in math, science, social studies, and language arts.

The U.S. government's No Child Left Behind Act mandated that in 2005 every state had to give standardized tests to students in grades 3 through 8 in language arts and math, with testing for science achievement added in 2007.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #83

84. Identify two key ingredients to being an effective teacher.
(p. 6, 12.)

Professional knowledge and skills (including subject matter competence, instructional strategies, goal-setting and instructional planning skills, developmentally appropriate teaching practices, classroom management skills, motivational skills, communication skills, meeting the needs of students with individual variation, working effectively with students from culturally diverse backgrounds, and assessment skills, technological skills); **Commitment and motivation** (including developing positive attitudes and enthusiasm, utilizing one's sense of humor, maintaining a list of positive teacher characteristics, engaging in perspective taking, and being willing to wear many hats).

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #84

85. Identify four characteristics associated with good teachers.

(p. 13
(Figure
1.1).)

Characteristics listed for best teachers are: having a sense of humor, making the class interesting, having knowledge of subjects, explaining things clearly, spending time with students, being fair to the students, treating students like adults, being considerate of students' feelings, showing favoritism toward students.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #85

86. Identify four characteristics associated with bad teachers.

(p. 13.
(Figure
1.1).)

Characteristics listed for worst teachers are: having a dull/boring class, not explaining things clearly, showing favoritism towards students, having a poor attitude, expecting too much from students, giving too much homework, being too strict, not giving help or individual attention, and lacking control.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #86

87. Describe the teaching philosophy of constructivism.

(p. 6.)

Constructivism emphasizes that individuals actively construct knowledge and understanding.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #87

88. Describe the teaching philosophy of direct instruction.

(p. 6.)

The direct instruction approach is a structured, teacher-centered approach that is characterized by teacher direction and control, high teacher expectations for students' progress, maximum time spent by students on academic tasks, and efforts by the teacher to keep negative affect to a minimum.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #88

89. What are some strategies effective teachers use regarding diversity issues?
(p. 9.)

Effective teachers encourage students to have positive personal contact with diverse students and think of ways to create such settings. They guide students in thinking critically about cultural and ethnic issues, and they forestall or reduce bias, cultivate acceptance, and serve as cultural mediators. Effective teachers also need to bridge the culture of the school and the cultures of students, especially those who are unsuccessful academically.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #89

90. Identify four figures that helped shape the field of educational psychology.
(p. 3-4.)

William James, John Dewey, E. L. Thorndike, Mamie and Kenneth Clark, George Sanchez, and Leta Hollingsworth.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #90

91. Outline the contributions of three people in the field of educational psychology and how these contributions helped form the field of educational psychology.
(p. 3-4.)

William James discussed applications of psychology to the education of children. John Dewey established the first major educational psychology laboratory in the U.S. and established several important educational ideas. E. L. Thorndike initiated an emphasis on assessment and measurement. Mamie and Kenneth Clark conducted research on African American children's self-conceptions and identity. George Sanchez conducted research that demonstrated the cultural bias of intelligence tests against ethnic minority children. Leta Hollingsworth used the term "gifted" to describe children who score exceptionally high on intelligence tests.

Blooms Taxonomy: Synthesis
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #91

92. Identify how the field of educational psychology can be considered an art. Then, identify how it can also be considered a science.
(p. 4-5.)

The characteristics of educational psychology that resemble art include improvisation and spontaneity, and how judgment is required to apply information from research and theory to the fast-paced and complex classroom. The characteristics of educational psychology that resemble science include the field's aim to provide research knowledge that you can apply effectively to different teaching situations.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #92

93. Outline the reasons why you may believe that the field of educational psychology could be considered an art or a science. Support your answer using the textbook.
(p. 4-5.)

Answers could say that educational psychology is an art or a science or both. The characteristics of educational psychology that resemble science include its emphasis on theory and research, and the emphasis on how this information can be applied to teaching situations. The characteristics of educational psychology that resemble art include improvisation and spontaneity, and how judgment is required to apply information from research and theory to the fast-paced and complex classroom.

Blooms Taxonomy: Synthesis
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #93

94. Discuss how the early "pioneers" shaped educational psychology.
(p. 3-4.)

William James discussed applications of psychology to the education of children. John Dewey established the first major educational psychology laboratory in the U.S. and established several important educational ideas. E. L. Thorndike initiated an emphasis on assessment and measurement. Mamie and Kenneth Clark conducted research on African American children's self-conceptions and identity. George Sanchez conducted research that demonstrated the cultural bias of intelligence tests against ethnic minority children. Leta Stetter Hollingsworth used the term "gifted" to describe children who score exceptionally high on intelligence tests.

Blooms Taxonomy: Knowledge
Learning Goal I: Describe some basic ideas about the field of educational psychology.
Santrock - Chapter 01 #94

95. Discuss what is meant by "the cultural school."
(p. 10.)

Valerie Pang (2001), an expert on cultural issues in schools, believes that many teachers don't sufficiently account for the differences among their students' cultural contexts and what that brings into the classroom. The students' experiences and cultural backgrounds may be much different from that of their teachers; thus, it may be helpful for the teacher to familiarize themselves with the neighborhood the school is located in. They could shop in the neighborhood stores, read the community papers, and thus become much more acclimated with the world of their students. Teachers can also bring local leaders to speak in the class, consequently providing students with cultural role models.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #95

96. Reflect on how lacking in one of the areas of effective teaching can affect a teacher's success in the class.
(p. 6, 12.)

Professional knowledge and skills (including subject matter competence, instructional strategies, goal-setting and instructional planning skills, classroom management skills, motivational skills, communication skills, working effectively with students from culturally diverse backgrounds, and technology skills); commitment and motivation; professional growth (including developing a positive identity, seeking advice from competent experienced teachers, continual learning, and building up good resources and support); and technological skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #96

97. Discuss how excelling in the areas of effective teaching can also be described as possessing the characteristics associated with the "best teachers."
(p. 6-13.
(Figure 1.1.)

Professional knowledge and skills (including subject matter competence, instructional strategies, goal-setting and instructional planning skills, classroom management skills, motivational skills, communication skills, working effectively with students from culturally diverse backgrounds, and technology skills); commitment and motivation; professional growth (including developing a positive identity, seeking advice from competent experienced teachers, continual learning, and building up good resources and support); and technological skills. Characteristics listed for best teachers are: having a sense of humor, making the class interesting, having knowledge of subjects, explaining things clearly, spending time with students, being fair to the students, treating students like adults, being considerate of their students' feelings, not showing favoritism toward students.

Blooms Taxonomy: Knowledge
Learning Goal II: Identify the attitudes and skills of an effective teacher.
Santrock - Chapter 01 #97

98. Identify three research methods that are commonly used in educational psychology.
(p. 16-22)

Observation (whether in a laboratory or in a natural setting), interviews and questionnaires, standardized tests, case studies, ethnographic research, correlational research, and experimentation. Students may also mention program evaluation, action research, or teacher-as-researchers.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #98*

99. Identify the teaching strategies for becoming an effective teacher-researcher.
(p. 23.)

(1) as you plan your week's lesson think about the students that may benefit from your role as a teacher-researcher, (2) take a course in educational research methods, (3) use the library or Internet resources to learn more about teacher-researcher, (4) ask another teacher to observe your class and help you develop some strategies for the particular research problem you want to solve.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #99*

100. What makes for a well-constructed interview and/or survey?
(p. 18.)

Good interviews and surveys involve concrete, specific, and unambiguous questions.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #100*

101. Identify what a case study is.
(p. 19.)

A case study is an in-depth look at an individual.

*Blooms Taxonomy: Knowledge
Santrock - Chapter 01 #101*

102. Compare and contrast action research with teacher-researcher.
(p. 22.)

Action research is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision regarding a specific location. Its goal is to provide immediate action, and it is carried out by teachers and administrators rather than educational psychologists. In teacher-researcher, classroom teachers conduct their own research to solve their own specific classroom problems. It can be done to improve teaching and other educational strategies, reinvent the teacher's role, fuel school renewal, and improve student learning. It is considered an important outgrowth of action research.

*Blooms Taxonomy: Analysis
Santrock - Chapter 01 #102*

103. Discuss the role of random assignment when conducting an experiment.
(p. 21.)

Researchers assign people to groups randomly to reduce the likelihood that the experiment's results will differ due to preexisting differences between groups, such as age, family status, and so on.

*Blooms Taxonomy: Analysis
Santrock - Chapter 01 #103*

104. Discuss the differences between the independent and dependent variables.
(p. 20.)

The manipulated, influential, experimental factor is best described as the independent variable and the dependent variable is the factor measured in an experiment.

Blooms Taxonomy: Analysis

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #104

105. Discuss the role of standardized testing in the current education system. Consider the issue of
(p. 18-19.) *accountability* in your discussion.

Standardized tests assess students' aptitudes or skills in different domains and allow a student's performance to be compared with the performance of other students at the same age or grade level, often on a national basis. Standardized tests are used for a variety of purposes, including providing outcome measures for research studies and comparisons of students' performances across schools, states, and countries. These tests also play an important role in educational accountability, which involves holding teachers and students responsible for student performance.

Blooms Taxonomy: Evaluation

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #105

106. Consider the different goals of conducting program evaluation research, action research, and teacher-as-researcher.
(p. 21-22.)

Action research is used to solve a specific classroom or school problem, improve teaching and other educational strategies, or make a decision regarding a specific location. Its goal is to provide immediate action and it is carried out by teachers and administrators rather than educational psychologists. In teacher-researcher, classroom teachers conduct their own research to solve their own specific classroom problems. It can be done to improve teaching and other educational strategies, reinvent the teacher's role, fuel school renewal, improve student learning. It is considered an important outgrowth of action research. Program evaluation research is designed to make a decision about the effectiveness of a particular program.

Blooms Taxonomy: Evaluation

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #106

107. Discuss the methods used by a teacher-as-researcher to obtain information about students.
(p. 22.)

To obtain student information, the teacher-as-researcher uses methods such as participant observation, interviews, questionnaires, and case studies. One widely used technique is the clinical interview, in which the teacher makes the student feel comfortable, shares beliefs and expectations, and asks questions in a non-threatening manner. Other methods include discussing a student's situation with the child's parents and consulting with a school psychologist about the student's behavior.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #107

108. Discuss the major components of experimental research.
(p. 20-21.)

(1) independent variable, (2) dependent variable, (3) random assignment (4) experimental group, and (5) control group.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #108

109. Discuss the differences between gathering descriptive, correlational, and experimental data.
(p. 17-21.)

The goal of descriptive research is to observe and describe behavior. The goal of correlational research is to describe the strength of the relation between two or more events or characteristics. The goal of experimental research is to determine the cause of behavior.

Blooms Taxonomy: Analysis

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #109

110. Mr. Newman just graduated with an education degree. As part of his interview process for a position at Middletown Elementary School, he was asked to discuss whether he believes teaching is an art or a science. What should Mr. Newman discuss?
(p. 5.)

Answers could say that educational psychology is an art or a science or both. The characteristics of educational psychology that resemble science include its emphasis on theory and research, and the emphasis on how this information can be applied to teaching situations. The characteristics of educational psychology that resemble art include improvisation and spontaneity, and how judgment is required to apply information from research and theory to the fast-paced and complex classroom.

Blooms Taxonomy: Synthesis

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #110

111. Mr. Avalon is collecting information regarding the erratic and sometimes very disruptive behaviors of one of his students. Mr. Avalon pays close attention to the student's behavior each day during class and whenever the behavior in question occurs, he records it and the context in which the behavior took place. Which research methods is this teacher using?
(p. 16.)

The teacher is observing the student in his or her natural setting; thus the teacher is using naturalistic observation.

Blooms Taxonomy: Knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #111

112. You have been asked to make a presentation at a teaching workshop on the figures that helped to shape the field of educational psychology. Whom should you discuss? What are their contributions to the field?
(p. 2-3.)

William James discussed applications of psychology to the education of children. John Dewey established the first major educational psychology laboratory in the U.S. and established several important educational ideas. E. L. Thorndike initiated an emphasis on assessment and measurement. Mamie and Kenneth Clark conducted research on African American children's self-conceptions and identity. George Sanchez conducted research that demonstrated the cultural bias of intelligence tests against ethnic minority children. Leta Stetter Hollingsworth used the term "gifted" to describe children who score exceptionally high on intelligence tests.

Blooms Taxonomy: Evaluation and knowledge

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.
Santrock - Chapter 01 #112

113. Mrs. Etive sets goals related to her instruction as well as her students' learning. She plans her lessons so as to maximize her students' learning potential. She is able to deal effectively with misbehavior and has rules in place. She is motivated and possesses self-efficacy with regard to her teaching. What is Mrs. Etive displaying?

Mrs. Etive is displaying areas of effective teaching. These areas are described as: having strengths in goal-setting and planning, classroom management skills, motivational skills, communication skills, working effectively with students from culturally diverse backgrounds, and technological skills.

Blooms Taxonomy: Evaluation

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #113

114. Susan, an educational psychologist, is exploring the relationship between parental involvement and student classroom achievement. What type of research is this educational psychologist conducting?

Susan is conducting correlational research because she is seeking to describe the strength of the relation between two or more events or characteristics.

Blooms Taxonomy: Synthesis

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #114

115. Manuel, an educational psychologist, wants to explore the effects of a new six-week reading program on children's academic reading competence. He randomly assigns children to two different groups. The two groups are treated the same except that the experimental group receives the new reading approach and the control group receives the traditional reading approach. At the end of the six-week period, Manuel tests both groups of children to determine if the new reading program has had an effect on children's reading competence. What type of research is Manuel conducting?

Manuel is conducting experimental research. He is seeking to gain a causal relationship from his research.

Blooms Taxonomy: Synthesis

Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.

Santrock - Chapter 01 #115

1 Summary

<u>Category</u>	<u># of Questions</u>
Blooms Taxonomy: Analysis	5
Blooms Taxonomy: Comprehension	1
Blooms Taxonomy: Evaluation	5
Blooms Taxonomy: Evaluation and knowledge	1
Blooms Taxonomy: Knowledge	98
Blooms Taxonomy: Synthesis	5
Learning Goal I: Describe some basic ideas about the field of educational psychology.	14
Learning Goal II: Identify the attitudes and skills of an effective teacher.	50
Learning Goal III: Discuss why research is important to effective teaching and how educational psychologists and teachers can conduct and evaluate research.	51
Santrock - Chapter 01	115