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*Test Bank  
for*

**Educational Psychology**  
**Thirteenth Edition**

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**PEARSON**

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### Chapter 1

#### Learning, Teaching, and Educational Psychology

<b>Chapter 1 Objectives</b>	<b>Relevant Test Items</b>
<b>Objective 1.1:</b> Describe the key elements of and changes to the No Child Left Behind Act.	Multiple Choice: 1-5 Essay: 19
<b>Objective 1.2:</b> Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.	Multiple Choice: 6-8 Essay: 20
<b>Objective 1.3:</b> Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.	Multiple Choice: 9-17 Essay: 21
<b>Objective 1.4:</b> Recognize how theories and research in development and learning are related to educational practice.	Multiple Choice: 18 Essay: 22

### **Multiple Choice Questions**

1. As a new teacher, you are eager to meet your 24 students. You are interested in the ethnic and cultural diversity of your students and their range of abilities and needs. If the diversity among your students matches national statistical norms, how many children will you have with mild to severe developmental disabilities?
  - a. one
  - b. two
  - c. three
  - d. four
  
2. Nearly 16 million or 22% of children in America live in poverty. About how many of these children live in extreme poverty?
  - a. 2 million
  - b. 5 million
  - c. 7 million
  - d. 9 million
  
3. Javier emigrated from Mexico with his family and is starting third grade with minimal ability to speak English. Mrs. Foster can't wait to see how much progress Javier will make in her class this year. This seems to be evidence of:
  - a. teacher's sense of efficacy.
  - b. overly optimistic beliefs.
  - c. the school's expectations of teachers.
  - d. the teacher's lack of experience with non-English speakers.
  
4. According to the No Child Left Behind (NCLB) Act, which children were required to reach proficiency and meet adequate yearly performance goals?
  - a. All students
  - b. All students without developmental disabilities
  - c. All students in elementary grades
  - d. All English-speaking students

5. Many studies indicate that teacher-student relationships and the quality of teaching make a difference. Based on findings from such studies, which of the following children is likely to benefit most from good teaching?
  - a. Jorge is in the first grade and likes math but does not like to participate in reading group, though he's a good reader.
  - b. Kellie, in kindergarten, seems to be advanced for her age. She is reading books and working first grade math.
  - c. Dwayne is in the first grade and loves school, especially when he gets to work in groups with his friends or at centers with hands-on activities.
  - d. Johana is in kindergarten and exhibits behavior problems that include difficulty paying attention and regulating her attention-getting behaviors.
  
6. Mr. Tanaka has accepted a teaching job in a new district. In his interview, he learned that he will be evaluated on 22 components of knowledge and skills in four domains of teaching responsibilities. Which of the following models of good teaching is most likely being used in his district's teacher evaluation system?
  - a. The Gates Foundation project's Measures of Effective Teaching
  - b. TeachingWorks high-leverage teaching practices
  - c. Danielson's Framework for Teaching
  - d. The Blueprint for Reform of NCLB legislation
  
7. The Measures of Teaching Effectiveness Project identified three measures used together as a valid and reliable way of assessing teaching that leads to student learning. The three measures include surveys of student perceptions of their teachers and classroom observations from the Danielson Framework for Teaching. What is the other measure?
  - a. Student scores on national standardized tests
  - b. Teacher content knowledge
  - c. Teacher classroom management skills
  - d. Student gains on state tests
  
8. Experienced teachers often ask several of the following questions as they teach. Which question is most likely to be the metacognitive concern of a beginning teacher?
  - a. How might I help my students become self-regulated learners?
  - b. How well did I handle that disruptive behavior?
  - c. What might help my high achievers extend their learning?
  - d. What does Student A need in order to learn this skill?
  
9. Which teacher comments appear to be most related to educational psychology?
  - a. Are interest rates most likely to rise or fall under these conditions?
  - b. Should the skill of summarizing be taught before students learn to identify the topic and main idea?
  - c. Do you want to explore the topic of slavery in the United States or slavery in other countries?
  - d. Which of these books would you like to read during the unit about historical fiction?
  
10. From the beginning, psychology in the United States was linked to teaching. Among the early psychologists in this country, which leader is respected as the father of the progressive education movement?

- a. William James, author of *Talks to Teacher about Psychology*
  - b. G. Stanley Hall, founder of the American Psychological Association
  - c. John Dewey, founder of the Laboratory School at the University of Chicago
  - d. E. L. Thorndike, founder of the *Journal of Educational Psychology*
11. In Austin Foley's research, he is collecting data in high schools in 10 school districts. He is using surveys to learn the types of support APA physics students prefer from their teachers in physics lab. What type of research is Austin conducting?
- a. Experimental study
  - b. Descriptive study
  - c. Quasi-experimental study
  - d. Ethnographic study
12. Marisa Campala is conducting research with fifth grade teachers in diverse classrooms. One group of teachers uses English and Spanish to greet students each morning and other teachers maintain their regular greetings in English. What type of research is Marisa most likely conducting?
- a. Microgenetic
  - b. Descriptive
  - c. Longitudinal
  - d. Experimental
13. Dr. Casey studied the effects of a particular after-school tutoring program on the academic achievement of children in extreme poverty in his state from preschool through fifth grade. What type of research is involved in such a study?
- a. Ethnographic
  - b. Case study
  - c. Longitudinal
  - d. Action research
14. Dr. Sullivan conducts research that involves measuring the amount of change in student scores on state math tests at the beginning of the year and at the end of the year for students in top teachers' classrooms. What type of research is Dr. Sullivan conducting?
- a. Ethnographic
  - b. Microgenetic
  - c. Quantitative
  - d. Qualitative
15. Ms. Markham is conducting a study in her classroom. She wants to determine whether students perform better on a concepts test after using a mini-lecture approach or after engaging in a group activity. What type of research is she conducting?
- a. Ethnographic
  - b. Longitudinal
  - c. Microgenetic
  - d. Action research
16. Mr. Grant is a reflective teacher who is always trying to improve his teaching practices to increase student learning. He has conducted several research projects and changed teaching strategies on the basis of the results. In his latest reflections, he

predicted that his low-achieving students would complete their spelling tasks in less time and score higher on spelling tests if he began using a buddy system. In the research cycle, Mr. Grant has developed:

- a. a theory.
  - b. a principle.
  - c. a hypothesis.
  - d. a plan for data analysis.
17. Which of the following research designs involves ethnographic research?
- a. Measuring the increase in test scores on the state reading test when dyslexic children have additional time to take the test
  - b. Collecting data about the inclusion of a child with vision impairment by conducting interviews with a vision impaired child, his parents, his teachers, and his peers
  - c. Changing teaching strategies to see whether the new strategy brings about more learning in the math unit about adding fractions
  - d. Following a group of Hmong students who attend a public elementary school in Minneapolis to understand their acculturation at school
18. Bethany has taught language arts at Mann Middle School for two years. As she reflects and plans for the coming year, she reads a note she made to herself when she taught the persuasive writing unit. The students struggled with persuasion, and Bethany wants to find a better way to teach the unit. She has two ideas and wants to put them to the test to see which is more effective. What do you recommend?
- a. Get the opinion of another teacher in her school.
  - b. Conduct a single-subject experiment.
  - c. Ask students which approach they would prefer.
  - d. Conduct action research to answer her question.

### **Essay Questions**

19. Stan Lorenz is a beginning teacher in suburban Houston. He will be teaching fifth grade math and science and wonders how the diversity of his class will compare to the diversity he experienced growing up in Chicago. His principal describes the school as a typical representation of the diversity found in schools across the United States. Describe the diversity Stan might expect based on national norms. Include racial, ethnic, language, economic, and developmental diversity.
20. You've been teaching at the same high school for three years and are accustomed to being evaluated on the basis of the local district forms and procedures that include observations by the assistant principal and collection of data about your attendance, punctuality, and professionalism. You are moving to a new district and have just learned that they use the Danielson Framework for Teaching in their evaluation process. Based on your knowledge of the Framework for Teaching and its domains of teaching responsibilities, describe how you might prepare for such evaluation.

21. McKenna Williams noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in pairs. Explain why McKenna should not rely on her common sense as she solves this teaching problem.
22. McKenna Williams is a reflective teacher. She has noticed an increasing number of students not completing their independent seatwork in language and spelling. She expects students to take responsibility for working independently while she works with small reading groups. Now she wonders whether she should start allowing students to work together in pairs or trios rather than continuing to require them to work quietly on an individual basis. Her common sense tells her that she should continue to require quiet individual work. Her colleague Cal Sitton disagrees. He allows his students to work in pairs. McKenna respects her colleague Cal and knows he has more experience teaching than she does. But she doesn't want to mirror his teaching without reason or evidence that his strategies are more effective. How might she research this question in her own classroom and produce evidence to support one approach over another?



## Chapter 2

### Cognitive Development

Chapter 2 Objectives	Relevant Test Items
<b>Objective 2.1:</b> Provide a definition of development that takes into account three agreed-upon principles and describe three continuing debates about development, along with current consensus on these questions.	Multiple Choice: 1-5
<b>Objective 2.2:</b> Summarize some current research on the physical development of the brain and possible implications for teaching.	Multiple Choice: 6-13 Essay: 26
<b>Objective 2.3:</b> Explain the principles and stages presented in Piaget's theory of cognitive development.	Multiple Choice: 14-20 Essay: 27-28
<b>Objective 2.4:</b> Explain the principles presented in Vygotsky's theory of development.	Multiple Choice: 21-23 Essay: 29-30
<b>Objective 2.5:</b> Discuss how the ideas of Piaget and Vygotsky influence current educational research and practice.	Multiple Choice: 24-25 Essay: 30

#### Multiple Choice Questions

- Each of the following children is undergoing change. Which change is NOT defined as developmental?
  - Julius is working on his batting skills and hit the ball farther today.
  - Cait left out several steps in the process of conducting the lab experiment, but she understands what she did wrong and is redoing the experiment.
  - Mark is walking carefully on one foot while his sprained ankle heals.
  - Davarko has learned enough English to introduce himself and meet other students.
- Rachel has a hard time relating to other students. She is very independent, but wants to have friends. She has tried to carry on conversations about the science concepts that interest her and information she learned from her dad who is a civil engineer. She's trying to branch out and watch a TV show some of the students like so she can discuss it with them at school tomorrow. What kind of development is involved in Rachel's experiences?
  - Cognitive development
  - Personal development
  - Physical development
  - Social development
- Three questions surrounding development pose continuing debate among researchers and theorists. Which of the following is one of those questions?
  - Do people develop at the same rate?
  - Does development take place gradually?
  - Is development orderly?

- d. What is the shape of development?
4. Kim heard her grandmother speak Mandarin from the time she was born. Her adopted brother never heard Mandarin as a baby or as a child. As Kim grows up, she is more likely than her adopted brother to produce native sounds in Mandarin. This illustrates which of the three ongoing debates surrounding development?
- Nature versus nurture
  - Critical versus sensitive periods
  - Continuity versus discontinuity
  - Qualitative versus quantitative change
5. Mason grew one inch between sixth grade and seventh grade. What type of developmental change is this?
- Quantitative
  - Qualitative
  - Discontinuous
  - Personal
6. Mr. Mills instructs his students to practice the steps in the process over and over. As a result of students' practice, what is happening in their brains?
- Overproduction of neurons in the amygdala
  - Strengthening of connections between neurons
  - Pruning of neurons in the amygdala
  - Increase in number of axons per neuron
7. What part of the brain has the information processing capacity of a small computer?
- Each neuron
  - Cerebellum
  - Thalamus
  - Hippocampus
8. Mrs. Bollar created four centers in her classroom that related to sea life. Children accessed books, photographs, charts and posters, computer programs, mini-movies, and models. At the end of the unit, the students visited an aquarium. What type of synaptic production takes place as a child accesses such a rich learning environment?
- Neurogenesis
  - Myelination
  - Experience-dependent
  - Experience-expectant
9. As an adult, Sanya wants to learn Spanish and become a Spanish teacher. She is having trouble trilling the *r* and does not sound like a native speaker. What kind of synapse overproduction and pruning process is associated with Sanya's difficulty?
- Neurogenesis
  - Myelination
  - Experience-dependent
  - Experience-expectant
10. Mr. Benet gives his students an assignment that prepares them for their upcoming debate. The assignment involves the analysis of divergent perspectives on the issue,

- development of arguments to support the diverse perspectives, and efficient recall of resources and persuasive points during the debate. What part or parts of the brain are most likely functioning to complete this assignment effectively?
- Amygdala
  - Right hemisphere of the cortex processing creatively
  - Left hemisphere of the cortex processing analytically
  - Many parts working simultaneously
11. “High horse power, poor steering,” is a common phrase describing adolescent brain maturity. Which of the following behaviors best illustrates the meaning behind this saying?
- Hansen had never skipped class before, but decided it was worth skipping to spend the day on the lake with two buddies.
  - Sophie studied harder and longer than usual and really wanted to ace the chemistry test, but she didn’t study the lab material.
  - Carrington studied every day for the physics exam and felt good about his preparation, but his anxiety overwhelmed him when he started taking the test.
  - DeLinda wanted to go to the football game on Friday night, but she decided to go to a movie with her dad instead.
12. What facts about brain development during adolescence explain their risk-taking impulsivity?
- The right hemisphere develops earlier than the left hemisphere.
  - The left hemisphere develops earlier than the right hemisphere.
  - The limbic system develops more slowly than the prefrontal lobe.
  - The prefrontal lobe develops more slowly than the limbic system.
13. Katie was watching a movie and heard the main character say, “You only use 10% of your brain, and you’re either right-brained or left-brained. Stop working at it. Your brain can’t change. Drink up. At least we know your drinking isn’t killing your brain cells.” What part of the character’s statement is true?
- You only use 10% of your brain.
  - Your drinking isn’t killing your brain cells.
  - You’re either right-brained or left-brained.
  - Your brain can’t change.
14. According to Piaget, three factors interact to influence cognitive development. Two of the factors are maturation and acting on the environment. What is the third factor?
- Synaptic pruning
  - Social transmission
  - Quality of parenting
  - Quality of teaching
15. Bryan went to the zoo with his first grade class. At the zoo, he saw alligators for the first time. He had never even seen pictures of alligators, but called them big-mouthed snakes. What basic tendency of thinking is Bryan using?
- Conservation
  - Assimilation
  - Object permanence
  - Reversible thinking

16. Which of the following children has most likely reached the concrete operational stage of cognitive development according to Piaget's four stages?
  - a. Bart dislikes carrots and tells his mom that his friend Doug doesn't like carrots.
  - b. Sara imitates her mother's mouth movements and says, "Dad."
  - c. Pierre follows the steps of brushing his teeth and changing his clothes before bedtime.
  - d. Cori places the six colorful containers in order of size from smallest to largest.
  
17. Sherita is now grasping the concept of conservation. She is most likely in what stage of development?
  - a. Formal operational
  - b. Preoperational
  - c. Sensorimotor
  - d. Concrete operational
  
18. Dewayne is engaged in the following activities. Which of the activities illustrates conservation?
  - a. Dewayne grouped the words according to their parts of speech by creating columns for nouns, verbs, adjectives, and adverbs.
  - b. Dewayne subtracted 100 from 700 and then added it back to arrive at 700 again.
  - c. Dewayne poured paint from the gallon bucket into his paint pan and realized it's the same amount of paint, but looks like less.
  - d. Dewayne arranged the members of his favorite baseball team in sequential order according to height.
  
19. In which assignment does Ms. Carlson expect her students to use formal operational thinking?
  - a. Ms. Carlson asked students to create mind maps representing their understanding of the organization of the state government.
  - b. Ms. Carlson instructed students to use the note-taking strategy they learned earlier to make notes during a guest lecturer's presentation.
  - c. Ms. Carlson asked students to think of metaphors for the current state of the economy in the U.S.
  - d. Ms. Carlson told students to share their summary of the story with their partner and compare perceptions.
  
20. Sierra walked into class late and felt quite embarrassed. To make matters worse, she was having a bad hair day and felt like all eyes were on her, judging her, and rejecting her. Her thinking can be described as:
  - a. disequilibrium.
  - b. adolescent egocentrism.
  - c. adaptation by assimilation.
  - d. accommodation.
  
21. Which theorist or group of theorists promoted the idea that knowledge is co-constructed during social interactions?
  - a. Piaget
  - b. Neo-Piagetian theorists
  - c. Elkind

- d. Vygotsky
22. Paige talks out loud to herself as she gets her backpack ready for school. She doesn't want to forget anything important. What would Vygotsky most likely say about Paige's behavior?
- Paige's inner speech is a sign of immaturity.
  - Paige's self-talk serves a positive self-guiding function.
  - Paige's private speech is a sign of instability.
  - Paige's private speech is egocentric and negative.
23. Nick is doing his sixth grade homework in history. The task requires him to make two maps of his state and compare the two maps. One map represents the state in 1850 and the other represents the state in current times. Nick is working at the task, following the instructions, and feeling that he can complete it successfully. He does need to ask the teacher one question before he finishes. Which of the following terms best describes the relationship of this assignment to Nick's level of performance?
- Above his zone of proximal development
  - In his zone of proximal development
  - Below his zone of proximal development
  - Unrelated to his zone of proximal development
24. In which of the following situations does Mr. Cannon scaffold learning?
- Mr. Cannon assigned readings in the text about the period of history immediately following the Civil War in the U.S.
  - Mr. Cannon gave a student a choice between two actions: return to his seat quietly and immediately or stay after school.
  - Mr. Cannon showed a brief video with a close-up demonstration of the detailed steps he had explained to the class.
  - Mr. Cannon divided students into groups to play their favorite game of trivial pursuit in history.
25. Mrs. Strasbourg made the following statement to her students. "Learning is an active process. Your learning leads you to higher levels of development. I will be working with you, guiding you to more advanced thinking this year. And you will be working together, learning from one another." Which theorist or theorists most likely agree with Mrs. Strasbourg's statement?
- Piaget
  - Vygotsky
  - Both Piaget and Vygotsky
  - Current and past psychologists

### **Essay Questions**

26. Riley is typically a rule follower who doesn't cause trouble. He's on the football team, has a good reputation, and likes school. In his tenth grade year, he has started going out with the guys after football games on Friday nights. Now he's breaking rules,

taking risks, and doing things that his younger self labeled as stupid and reckless. Based on what we know about brain development, what explains Riley's behavior?

27. Suppose that you have a new teaching job, and your students are all most likely in Piaget's concrete-operational stage of development. Describe strategies you will use to teach the concrete-operational students effectively.

28. Five-year-old Ava and her family welcomed a new baby this week. Ava's little sister was adopted a few days ago, and now Ava is a little confused. Her little sister didn't come from Mommy's tummy. Her parents flew away and came home with her. But Ava remembers that her little brother came from Mommy's tummy two years ago.

Using Piaget's conclusions about humans' basic tendency toward adaptation, discuss how Ava must adapt her existing schemes to assimilate and accommodate these changes in family structure.

29. Mr. Harper tells one of his third grade students to talk to himself and tell himself to stay seated, stay focused, and complete the task. This third grader has been diagnosed with ADHD and needs to learn strategies to help him control his behavior and complete his work. What would Lev Vygotsky most likely say about Mr. Harper's method of management?

30. Ms. Jacobs teaches 26 second grade students who represent a wide range of diversity. Her students include six English learners, one student who just arrived from Mexico, three students with special learning needs, students from extreme poverty to middle class, and students from various ethnic groups. She has divided students into three reading groups and expects other students to work silently and independently as she works with reading groups. All students work on the same spelling tasks and worksheets during their independent seatwork.

How might Ms. Jacobs's teaching procedures during reading group time need to change if she followed Vygotsky's ideas about the zone of proximal development?

## Chapter 1 Answer Key

### Multiple Choice Questions

1.	d	<i>Correct Answer:</i> four <i>Feedback for Correct Answer:</i> About 1 in 6 American children have a mild to severe developmental disability such as speech and language
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		<p>impairments, intellectual disabilities, cerebral palsy, or autism (CDC, 2013).</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
2.	c	<p><b>Correct Answer:</b> 7 million</p> <p><b>Feedback for Correct Answer:</b> Of those over 16 million, over 7 million live in extreme poverty, The USA has the <i>second highest</i> rate of child poverty among the economically advantaged countries of the world—only Romania has a higher rate of child poverty. Iceland, The Scandinavian countries, Cyprus, and the Netherlands have the lowest rates of child poverty, about 7% or less (UNICEF, 2012; U.S. Census Bureau, 2011).</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
3.	a	<p><b>Correct Answer:</b> teacher’s sense of efficacy.</p> <p><b>Feedback for Correct Answer:</b> Teachers’ sense of efficacy is defined as a teacher’s belief that he or she can reach even difficult students to help them learn. This confident belief appears to be one of the few personal characteristics of teachers that predict student achievement.</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
4.	a	<p><b>Correct Answer:</b> All students</p> <p><b>Feedback for Correct Answer:</b> The NCLB Act required all students to reach proficiency by the end of the 2013–2014 school year. Schools also had to develop AYP goals and report scores separately for several groups, including racial and ethnic minority students, students with disabilities, students whose first language is not English, and students from low-income homes.</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
5.	d	<p><b>Correct Answer:</b> Johana is in kindergarten and exhibits behavior problems that include difficulty paying attention and regulating her attention-getting behaviors.</p> <p><b>Feedback for Correct Answer:</b> Effective teachers who establish positive relationships with their students appear to be a powerful force in those students’ lives. Students who have problems seem to benefit the most from good teaching.</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
6.	c	<p><b>Correct Answer:</b> Danielson’s Framework for Teaching</p> <p><b>Feedback for Correct Answer:</b> Danielson’s framework has four domains or areas of responsibility: <i>Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities</i>. Each domain is further divided into components. Each of these 22 components is further divided into elements. The evaluation system then goes on to define four levels of proficiency for each of the 22 components.</p> <p><b>Text Reference:</b> What Is Good Teaching?</p>
7.	d	<p><b>Correct Answer:</b> Student gains on state tests</p>

		<p><b>Feedback for Correct Answer:</b> The project used student gains on state tests as a measure, but this measure was not used alone. It was used in conjunction with student perceptions and classroom observations.</p> <p><b>Text Reference:</b> What Is Good Teaching?</p>
8.	b	<p><b>Correct Answer:</b> How well did I handle that disruptive behavior?</p> <p><b>Feedback for Correct Answer:</b> With experience, hard work, and good support, seasoned teachers can focus on the students' needs and judge their success by the accomplishments of their students. Beginning teachers are more likely to be concerned with their teaching performance (more focused on self). Experienced teachers are able to shift from a focus on themselves to a focus on their students.</p> <p><b>Text Reference:</b> What Is Good Teaching?</p>
9.	b	<p><b>Correct Answer:</b> Should the skill of summarizing be taught before students learn to identify the topic and main idea?</p> <p><b>Feedback for Correct Answer:</b> Educational psychology deals with the order of learning and many other topics. Issues Plato and Aristotle discussed—the role of the teacher, the relationship between teacher and student, methods of teaching, the nature and order of learning, the role of emotion in learning—are still topics in educational psychology today.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
10.	c	<p><b>Correct Answer:</b> John Dewey, founder of the Laboratory School at the University of Chicago</p> <p><b>Feedback for Correct Answer:</b> G. Stanley Hall's student, John Dewey, founded the Laboratory School at the University of Chicago and is considered the father of the progressive education movement.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
11.	b	<p><b>Correct Answer:</b> Descriptive study</p> <p><b>Feedback for Correct Answer:</b> Descriptive studies are studies that collect detailed information about specific situations, often using observation, surveys, interviews, recordings, or a combination of these methods. Austin Foley's research is a descriptive study using surveys to collect data.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
12.	d	<p><b>Correct Answer:</b> Experimental</p> <p><b>Feedback for Correct Answer:</b> Experimental studies allow educational psychologists to go beyond predictions and actually study cause and effect. Instead of just observing and describing an existing situation, the investigators introduce changes and note the results.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
13.	c	<p><b>Correct Answer:</b> Longitudinal</p> <p><b>Feedback for Correct Answer:</b> Many things that psychologists want to study, such as cognitive development, happen over several months or years. Ideally, researchers would study the development by observing</p>



		<p>their subjects over many years as changes occur. These are called <i>longitudinal studies</i>.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
14.	c	<p><b>Correct Answer:</b> Quantitative</p> <p><b>Feedback for Correct Answer:</b> Quantitative research uses numbers, measurement, and statistics to assess levels or sizes of relationships among variables or differences between groups. Both correlational and experimental types of research generally are quantitative because measurements are taken and computations are made.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
15.	d	<p><b>Correct Answer:</b> Action research</p> <p><b>Feedback for Correct Answer:</b> Action research involves systematic observations or tests of methods conducted by teachers or schools to improve teaching and learning for their students.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
16.	c	<p><b>Correct Answer:</b> a hypothesis.</p> <p><b>Feedback for Correct Answer:</b> A hypothesis is a prediction of what will happen in a research study based on theory and previous research.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
17.	d	<p><b>Correct Answer:</b> Following a group of Hmong students who attend a public elementary school in Minneapolis to understand their acculturation at school.</p> <p><b>Feedback for Correct Answer:</b> Ethnography is a descriptive approach to research that focuses on life within a group and tries to understand the meaning of events to the people involved.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
18.	d	<p><b>Correct Answer:</b> Conduct action research to answer her question</p> <p><b>Feedback for Correct Answer:</b> Action research involves systematic observations or tests of methods conducted by teachers or schools to improve teaching and learning for their students.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>

### Essay Questions

19.	<p><b>Suggested Response:</b> Stan might expect 1 in 10 students to have been born outside the U.S. He might also expect that 2 in 10 do not speak English at home and 2 in 10 are Latino. Likely, 2 in 10 live in poverty and perhaps even extreme poverty. As many as 1 in 6 will have a mild to severe developmental disability.</p> <p><b>Text Reference:</b> Learning and Teaching Today</p>
20.	<p><b>Suggested Response:</b> The Framework for Teaching includes four domains of teaching responsibilities: planning and preparation, classroom environment, instruction, and professional responsibilities.</p>

	<p>In the domain of planning and preparation, you want to demonstrate content knowledge and knowledge of students. You need to design instruction that flows and meets instructional outcomes, and you need to design assessments that correlate with lessons.</p> <p>In the domain of classroom environment, you need to establish a culture of learning in which you show respect for students and they show respect for you and one another. You need to establish rules and procedures and manage student behavior effectively. Your use of the physical space should support learning.</p> <p>In the domain of instruction, you need to use a variety of teaching strategies to meet students' learning needs. Your instruction should be engaging and demonstrate flexibility in response to students' needs.</p> <p>In the domain of professional responsibilities, you need to be a reflective teacher who takes steps to improve your teaching. You should maintain accurate records and communicate with parents and guardians to ensure that they know how their child is doing. You also need to show professionalism by being involved in professional organizations, accessing professional resources, and participating in professional activities at school and in the community.</p> <p><b>Text Reference:</b> What Is Good Teaching?</p>
21.	<p><b>Suggested Response:</b> McKenna should not rely on common sense, because common sense is often wrong. As seen in this scenario, McKenna and Cal disagree in their approaches, and this is typical. Teachers often disagree about what constitutes common sense. Additionally, research often proves that common sense answers to questions about teaching and learning are not valid. Research often disproves common sense answers. Many strongly held beliefs about teaching and learning have no basis in research. The important point is not what sounds or seems sensible, but what is demonstrated to be effective and supported by research.</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>
22.	<p><b>Suggested Response:</b> McKenna might conduct her own action research in her classroom. Action research involves systematic observations or tests of methods to improve teaching and learning. Her question might be to find out whether students learn more when they work in pairs or when they work independently. It might be to find out whether more students complete the assignments.</p> <p>For her observations or tests, McKenna could try pairing students for seatwork. She needs to give students guidelines and procedures to follow. She can compare the results of students' work over a period of time. She might compare the number of completed assignments she had with her old approach to the number of completed assignments with the new approach. She might also compare grades on specific tasks such as spelling tests, writing assignments, or worksheets. She would need to set up her study to answer her questions about effectiveness of the two approaches. Is more learning taking place when students work in pairs?</p> <p><b>Text Reference:</b> The Role of Educational Psychology</p>

## Chapter 2 Answer Key

### Multiple Choice Questions

1.	c	<p><b>Correct Answer:</b> Mark is walking carefully on one foot while his sprained ankle heals.</p> <p><b>Feedback for Correct Answer:</b> Mark’s situation involves temporary change caused by an accident. Development includes orderly, adaptive changes we go through between conception and death that remain for a reasonably long period of time.</p> <p><b>Text Reference:</b> A Definition of Development</p>
2.	d	<p><b>Correct Answer:</b> Social development</p> <p><b>Feedback for Correct Answer:</b> Social development involves changes over time in the ways we relate to others. Rachel’s different efforts relate to her social development.</p> <p><b>Text Reference:</b> A Definition of Development</p>
3.	d	<p><b>Correct Answer:</b> What is the shape of development?</p> <p><b>Feedback for Correct Answer:</b> The question of the shape of development is also expressed as continuity versus discontinuity. Is human development a continuous process of increasing abilities, or are there leaps to new stages when abilities actually change?</p> <p><b>Text Reference:</b> A Definition of Development</p>
4.	b	<p><b>Correct Answer:</b> Critical versus sensitive periods</p> <p><b>Feedback for Correct Answer:</b> Are there critical periods during which certain abilities, such as language, need to develop? If those opportunities are missed, can the child still “catch up”? These are questions about timing and development.</p> <p><b>Text Reference:</b> A Definition of Development</p>
5.	a	<p><b>Correct Answer:</b> Quantitative</p> <p><b>Feedback for Correct Answer:</b> Continuous or quantitative change is like walking up a ramp to go higher and higher: Progress is steady. Qualitative, discontinuous changes are contrasted with purely quantitative change, such as the adolescent growing taller.</p> <p><b>Text Reference:</b> A Definition of Development</p>
6.	b	<p><b>Correct Answer:</b> Strengthening of connections between neurons</p> <p><b>Feedback for Correct Answer:</b> Connections between neurons become stronger with use or practice and weaker when not used.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
7.	a	<p><b>Correct Answer:</b> Each neuron</p> <p><b>Feedback for Correct Answer:</b> Each neuron has the processing capacity of a small computer. Neurons are specialized nerve cells that accumulate and transmit information in the brain and other parts of the nervous</p>

		<p>system. An infant brain contains billions of neurons with such capacity. The cerebellum, thalamus, and hippocampus are regions of the brain.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
8.	c	<p><b>Correct Answer:</b> Experience-dependent</p> <p><b>Feedback for Correct Answer:</b> Two kinds of overproduction and pruning processes take place. Experience-dependent production occurs as synaptic connections are formed based on the individual’s experiences. New synapses are formed in response to stimulation by these experiences.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
9.	d	<p><b>Correct Answer:</b> Experience-expectant</p> <p><b>Feedback for Correct Answer:</b> Experience-expectant overproduction and pruning processes are responsible for general development in large areas of the brain and may explain why adults have difficulty with pronunciations that are not part of their native language. This is called <i>experience-expectant</i> because synapses are overproduced in certain parts of the brain during specific developmental periods, awaiting (expecting) stimulation.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
10.	d	<p><b>Correct Answer:</b> Many parts working simultaneously</p> <p><b>Feedback for Correct Answer:</b> Nearly any task, particularly the complex skills and abilities that concern teachers, requires simultaneous participation of many different areas of the brain in constant communication with each other. For example, the right side of the brain is better at figuring out the meaning of a story, but the left side is where grammar and syntax are understood, so both sides of the brain have to work together in reading.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
11.	a	<p><b>Correct Answer:</b> Hansen had never skipped class before, but decided it was worth skipping to spend the day on the lake with two buddies.</p> <p><b>Feedback for Correct Answer:</b> Adolescents often have trouble avoiding risks and controlling impulses. This is why adolescents’ brains have been described as “high horse power, poor steering”</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
12.	d	<p><b>Correct Answer:</b> The prefrontal lobe develops more slowly than the limbic system.</p> <p><b>Feedback for Correct Answer:</b> One explanation for this problem with avoiding risks and impulsive behavior looks to differences in the pace of development for two key components of the brain—the limbic system and the prefrontal cortex of the brain (Casey, Getz, &amp; Galvan, 2008). The limbic system develops earlier; it is involved with emotions and reward-seeking/novelty/risk-taking/sensation-seeking behaviors. The prefrontal lobe takes more time to develop; it is involved with judgment and decision making.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>

13.	b	<p><b>Correct Answer:</b> Your drinking isn't killing your brain cells.</p> <p><b>Feedback for Correct Answer:</b> Heavy drinking does not kill brain cells but it can damage the nerve ends called dendrites and this causes problems with communicating messages in the brain. This damage is mostly reversible.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
14.	b	<p><b>Correct Answer:</b> Social transmission</p> <p><b>Feedback for Correct Answer:</b> According to Piaget, our cognitive development is influenced by <i>social transmission</i>, or learning from others. Without social transmission, we would need to reinvent all the knowledge already offered by our culture.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
15.	b	<p><b>Correct Answer:</b> Assimilation</p> <p><b>Feedback for Correct Answer:</b> Assimilation involves fitting new information into existing schemes. Bryan fit the new information of encountering alligators into his existing scheme for snakes.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
16.	d	<p><b>Correct Answer:</b> Cori places the six colorful containers in order of size from smallest to largest.</p> <p><b>Feedback for Correct Answer:</b> Cori is demonstrating seriation—the ability to arrange objects in sequential order according to size. Children typically develop the ability to handle operations such as seriation in the concrete-operational stage.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
17.	d	<p><b>Correct Answer:</b> Concrete operational</p> <p><b>Feedback for Correct Answer:</b> The basic characteristics of the concrete operational stage are the recognition of the logical stability of the physical world; the realization that elements can be changed or transformed and still conserve many of their original characteristics; and the understanding that these changes can be reversed.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
18.	c	<p><b>Correct Answer:</b> Dwayne poured paint from the gallon bucket into his paint pan and realized it's the same amount of paint, but looks like less.</p> <p><b>Feedback for Correct Answer:</b> Conservation is the principle that some characteristics of objects remain the same despite changes in appearance.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
19.	c	<p><b>Correct Answer:</b> Ms. Carlson asked students to think of metaphors for the current state of the economy in the U.S.</p> <p><b>Feedback for Correct Answer:</b> Formal operations are mental tasks involving abstract thinking and coordination of a number of variables. For students to think of metaphors for the current state of the economy, they must consider a number of variables about the economy and make abstract comparisons.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>

20.	b	<p><b>Correct Answer:</b> adolescent egocentrism.</p> <p><b>Feedback for Correct Answer:</b> Adolescent egocentrism is the assumption that everyone else shares one’s thoughts, feelings, and concerns. This leads to the sense of an imaginary audience or the feeling that everyone is watching.</p> <p><b>Text Reference:</b> Piaget’s Theory of Cognitive Development</p>
21.	d	<p><b>Correct Answer:</b> Vygotsky</p> <p><b>Feedback for Correct Answer:</b> Vygotsky assumed that higher mental processes, such as directing your own attention and thinking through problems, first are <i>co-constructed</i> during shared activities between the child and another person. Co-constructed process is a social process in which people interact and negotiate to create an understanding or to solve a problem. The final product is shaped by all participants.</p> <p><b>Text Reference:</b> Vygotsky’s Sociocultural Perspective</p>
22.	b	<p><b>Correct Answer:</b> Paige’s self-talk serves a positive self-guiding function.</p> <p><b>Feedback for Correct Answer:</b> According to Vygotsky, private speech is positive and represents externalized thought. It functions to communicate to self for the purpose of self-guidance and self-direction.</p> <p><b>Text Reference:</b> Vygotsky’s Sociocultural Perspective</p>
23.	b	<p><b>Correct Answer:</b> In his zone of proximal development</p> <p><b>Feedback for Correct Answer:</b> The zone of proximal development is the phase at which a child can master a task if given appropriate help and support. Nick had appropriate instructions and needed only a small amount of additional support from the teacher. The work does not appear to be too difficult because he believes he can complete the task successfully. The task doesn’t appear to be too easy because he is working at it and still needs a bit of help from the teacher.</p> <p><b>Text Reference:</b> Vygotsky’s Sociocultural Perspective</p>
24.	c	<p><b>Correct Answer:</b> Mr. Cannon showed a brief video with a close-up demonstration of the detailed steps he had explained to the class.</p> <p><b>Feedback for Correct Answer:</b> Scaffolding is support for learning and problem solving. The support would be clues, reminders, encouragement, breaking the problem down into steps, providing an example or anything else that allows the student to grow in independence as a learner. According to Vygotsky, much of children’s learning is assisted or mediated by teachers or parents and tools in their environment, and most of this guidance is communicated through language.</p> <p><b>Text Reference:</b> Implications of Piaget’s and Vygotsky’s Theories for Teachers</p>
25.	b	<p><b>Correct Answer:</b> Vygotsky</p> <p><b>Feedback for Correct Answer:</b> Vygotsky believed that learning is an active process. He saw learning as a tool in development—learning pulls development up to higher levels and social interaction is a key in learning. Vygotsky’s belief that learning pulls development to higher</p>

	<p>levels and more advanced thinking means that other people, including teachers, play a significant role in cognitive development.</p> <p><b>Text Reference:</b> Implications of Piaget’s and Vygotsky’s Theories for Teachers</p>
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### Essay Questions

26.	<p><b>Suggested Response:</b> Based on what we know about brain development, the limbic system develops faster than the prefrontal cortex. The limbic system is the part of the brain involved with emotions and reward-seeking, sensation-seeking behavior and impulsivity. The prefrontal lobe is involved with judgment and decision making. At Riley’s age, he is dealing with a maturing limbic system that is more responsive to emotional stimulation. At the same time, his judgments are less mature and less controlling of the impulsive desires.</p> <p><b>Text Reference:</b> The Brain and Cognitive Development</p>
27.	<p><b>Suggested Response:</b> Concrete-operational children are usually in upper elementary and middle school, though some older students remain in this stage of development. The following strategies should be effective:</p> <ul style="list-style-type: none"> <li>• Use concrete objects in teaching when possible. Provide manipulatives and allow students to interact with these objects to develop understanding and to solve problems.</li> <li>• Use visual media as much as possible. Almost any lesson or concept can be illustrated in pictures, charts, timelines, drawings, videos, and other visual means. Allow children to make their own drawings, charts, and illustrations when applicable.</li> <li>• Break down complex ideas or series of steps into chunks they can understand. Give them frequent practice. Start with one or two steps of a skill and expand to more steps. Review and revisit new skills often.</li> <li>• Keep presentations of information short. Use many examples and ask students to give examples. Make sure examples relate to students’ lives and things they understand.</li> <li>• Provide frequent opportunities for students to use skills of organizing, classifying, and grouping. Gradually increase the difficulty of the tasks. They should understand reversibility and have challenging tasks that involve mentally reversing steps or actions. They should also understand seriation and should have opportunities to arrange objects sequentially by size, weight, volume or other quantitative aspects such as time.</li> <li>• Challenge students with higher order thinking tasks. Require them to analyze ideas and situations. Teach them to make comparisons using Venn diagrams and other graphic organizers. Involve them in problem solving on increasing levels of difficulty.</li> </ul> <p><b>Text Reference:</b> Piaget’s Theory of Cognitive Development</p>
28.	<p><b>Suggested Response:</b> Ava had one scheme for getting a sibling, and that scheme was the birth of her brother. She saw her mother go through a pregnancy and get bigger every month until her little brother was born. Ava was able to assimilate the new information about a baby growing inside a mommy and then being born.</p>

	<p>That's the way she came into this family. Now she needs to accommodate, because flying away and bringing a baby home is a different way to become part of the family. Ava needs to create a new scheme for getting a baby, and that scheme is adoption. The idea of adoption did not fit Ava's existing scheme and could not be assimilated. This new idea required new mental structures.</p> <p><b>Text Reference:</b> Piaget's Theory of Cognitive Development</p>
29.	<p><b>Suggested Response:</b> Lev Vygotsky believed that inner speech or private speech enables children to provide for auxiliary tools to overcome impulsive actions, solve problems, or self-regulate behavior. Thinking depends on speech, and language in the form of private speech guides cognitive development. Vygotsky would agree with Mr. Harper's method. He would encourage a child to use such a strategy to regulate his own behavior. At an older age, the child will probably be able to self-regulate by speaking the reminders in his mind rather than speaking them aloud.</p> <p><b>Text Reference:</b> Vygotsky's Sociocultural Perspective</p>
30.	<p><b>Suggested Response:</b> The zone of proximal development is the area of learning in which a child can learn and master a task with help and support. The idea is that children are appropriately challenged with learning tasks. The tasks are not too easy, leading to boredom, and they are not too difficult, leading to frustration. In Ms. Jacobs's class, students are at different levels. They need to be challenged differently. The English learners, for example, are not at the same level with spelling and independent seatwork as students who are native English speakers. In the same way that Ms. Jacobs provides reading instruction at different levels, she should also provide spelling and other language arts instruction at different levels. Additionally, she might consider ways to allow students to work with a partner as needed. Then the students who find the work easy can be challenged with helping another student learn. Ms. Jacobs might also set up procedures for students to get the help they need by following steps to get help quietly.</p> <p><b>Text Reference:</b> Vygotsky's Sociocultural Perspective; Implications of Piaget's and Vygotsky's Theories for Teachers</p>