



Test Bank

For

Educational Psychology: Theory and Practice **Twelfth Edition**

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Chapter 1

Educational Psychology: A Foundation for Teaching

Multiple Choice Questions

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

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

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

- 4) In addition to being able to carry out the many tasks of teaching, these traits are essential in good teachers:
 - a) A quick wit and great comedic timing
 - b) An analytical mindset for numeric problem solving
 - c) Warmth, enthusiasm, and caring
 - d) A fiery temperament

- 5) Intentional teachers are constantly thinking about:
- a) The outlooks they want for their students and assessments of outlooks
 - b) What goals they and their students are trying to accomplish
 - c) The ratio of student to teacher
 - d) The faculty meeting agenda
- 6) Teacher efficacy is the degree to which teachers do what?
- a) Believe they are able to build rapport with colleagues
 - b) Make effective decisions regarding student learning outcomes
 - c) Believe their own efforts determine their students' success
 - d) Believe the efficacy of student outcomes is curriculum based
- 7) How do intentional teachers achieve a sense of efficacy?
- a) By continually assessing their instruction results and trying new strategies if initial instruction doesn't work
 - b) By reviewing a student's IQ scores and making predictions about success or failure
 - c) By focusing on home life factors that impact the student at school
 - d) By continually assessing the crime rate and unemployment rates for their community
- 8) Research finds that one of the most powerful predictors of a teacher's impact on students is:
- a) Teacher candidate ACT scores
 - b) The teacher's rank in high school standing
 - c) The teacher's ability to use technology
 - d) The teacher's belief that what he or she does makes a difference
- 9) For many years, each state in the United States has had its own standards, which are expectations of what each child should know and be able to do in a given subject matter at a given age. These standards are referred to as:
- a) Common Core State Standards
 - b) Department of Teacher Educator Standards
 - c) Gold Standards
 - d) Creative Curriculum

- 10) Assessments intended to indicate how students are moving toward success in college and careers are based on:
- a) Partnership Standards
 - b) College- and Career- Ready Standards
 - c) Gold Standards
 - d) OSHA Standards
- 11) The aim of research in educational psychology is:
- a) To test the theories that guide the actions of those involved in education
 - b) To assess behaviors that occur in the classroom during instruction
 - c) To identify learning styles and preferences exhibited by students
 - d) To test principles of education used in planning learning outcomes
- 12) Research-based professional development opportunities offer teachers:
- a) Traditional approaches to education
 - b) Innovative methods that have yet to be evaluated
 - c) Methods known to make a difference in children
 - d) Approaches to a fast-track to learning
- 13) According to our text, to become an intentional teacher you must first:
- a) Finish an approved PhD program
 - b) Become a certified teacher
 - c) Conduct an action research study
 - d) Attend graduate school
- 14) One way toward becoming an intentional teacher in your beginning years is to:
- a) Practice teaching in front of a mirror instead of spending time away at workshops
 - b) Seek a mentor who is an intentional teacher to guide you and share ideas with you
 - c) Discourage others from observing you so you do not become inhibited
 - d) Keep confidential your successes and failures

15) Many researchers and educators have bemoaned the limited impact of research in educational psychology on teachers' practices. Yet even if teachers are not aware of it, research in education does have a profound impact that is:

- a) indirect
- b) globally recognized
- c) aggregate data
- d) inhibited

16) Ms. O'Malley has a student named Tara in her second hour class. A majority of the time Tara is quiet and withdrawn. When reviewing Tara's permanent record, Ms. O'Malley is surprised to see a long history of academic success. Ms. O'Malley asks herself a number of questions about this situation, considers some possible outcomes, and plans several strategies to attempt to draw Tara into classroom activities. Ms. O'Malley is demonstrating her ability to:

- a) accept the limitations of her professional position
- b) make decisions that influence the course of her work
- c) write better instructional objectives
- d) respect her student's right to educational privacy

17) Mr. Jenkins is an avid reader of educational research. Mr. Jenkins is familiar with research in mathematics instruction which asserts a rapid pace of instruction increases achievement. Yet Mr. Jenkins students are in need of additional reinforcement of some key skills so he slows his instruction pace accordingly. Mr. Jenkins is demonstrating his ability to:

- a) teaching to the lowest common denominator of ability grouping
- b) rely on research findings implicitly without questioning
- c) reject research findings outright when classroom conditions do not support findings
- d) apply a hefty dose of common sense and a clear view of what needs to be taught to research findings.

18) Maura learns that research on beginning reading dramatically transformed curriculum, instruction and professional development for reading instruction. Maura realizes this type of impact of educational research upon teachers' practices is:

- a) direct
- b) indirect
- c) insubstantial
- d) unusual

- 19) Taneesha is excited about teaching and eager to find more ideas that will help her during her first year. Taneesha is disappointed to find her colleagues are worn out from years in the classroom and outside responsibilities. No one seems to have time for her questions. What should Taneesha do?
- a) report her colleagues to the principal and ask to be reassigned to a different team
 - b) seek virtual colleagues and professional development on the Web
 - c) keep her questions to herself until her next meeting with her mentor next month
 - d) look for ways to make herself happy and fulfilled outside of the classroom
- 20) Thomas is excited about having been given a budget for professional development. He wants to seek out the most effective teacher development opportunities so he asks his department chair for suggestions. Thomas's department chair is happy to help and suggests that Thomas seeks out professional development with:
- a) some sort of coaching or follow-up support
 - b) a printed certificate of completion for him to hang on the wall
 - c) no requirements for online work outside of the workshop experience
 - d) a well known professional development movement that was popular several years ago

Essay Questions

- 1) What personal and professional characteristics contribute to being an effective teacher?
- 2) As a teacher candidate, how can you develop your teaching skills?
- 3) Our text discussed the importance of being an intelligent consumer of research and the need to not take every finding or expert's pronouncement as truth. How can you become an intelligent consumer of research?
- 4) Develop a personal/professional development timeline and list all the tasks required in your state to obtain teacher certification.
- 5) Starting with your student teaching experience and continuing into your first job, you can create or take advantage of opportunities to develop your skills as an intentional teacher in a number of ways. Discuss some of the strategies mentioned in the text and one or two of your own idea for developing your skills as an intention teacher.

- 6) List and describe professional organizations and publications which will have value to you as a teacher.
- 7) Intentional teachers are aware of resources available for professional learning and continually seek out materials and information that will assist them in working with their particular population. How can you find out more about your students and the community? Describe ways in which you could locate resources to help the students in your school and classroom.
- 8) In our text, two teachers discuss encouraging creative writing. Ellen Mathis, a new teacher, visits the classroom of Leah Washington. Describe some of the activities and the thought behind the lesson design that Ellen Mathis observes in Ms. Washington's classroom.
- 9) As you experience success in the classroom, you will find yourself engaged in more effective practices. As you and your students experience success it is important that you share your findings. Avenues for dissemination are endless. Please discuss ways in addition to writing for professional journals that you can share your ideas.
- 10) Our text shares the idea of virtual colleagues on the Web. What are some advantages and disadvantages of teacher-oriented websites and blogs?

Chapter 2

Cognitive Development

Multiple Choice Questions

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

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

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

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

- 5) Discontinuous theories of development focus on:
- a) Inborn factors rather than environmental influences
 - b) Environmental influences rather than genetic factors
 - c) The importance of environment rather than heredity
 - d) The detrimental effects of disruption in nurturing caregivers
- 6) According to Piaget, knowledge comes from which of the following:
- a) Development
 - b) Progression
 - c) Study
 - d) Action
- 7) Piaget's theory of cognitive development proposes that:
- a) Intellectual development is a discontinuous process
 - b) Development is based on an individual's observation within a prepared environment
 - c) A child's intellectual development progresses through distinct stages
 - d) Knowledge is something to be transferred from an adult to the child
- 8) Piaget believed that children are born with an innate tendency to make sense of their own environments by creating:
- a) Dilemmas
 - b) Equanimity
 - c) Schemes
 - d) Identity
- 9) According to Piaget, the process of adjusting schemes in response to the environment by means of assimilation and accommodation is:
- a) Adaptation
 - b) Scheme transition
 - c) Adjustment patterns
 - d) Decentralization

10) According to Piaget, assimilation occurs when:

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

11) According to Piaget, accommodation occurs when:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 19) A student knows that if $2 + 5 = 7$, then $7 - 5 + 2$. This requires which of the following cognitive characteristics?
- a) Formal thought
 - b) Reversibility
 - c) Transitivity
 - d) Situational thought
- 20) Which cognitive characteristic is Athena showing when she plays hide and seek and pulls the drape over her head with the rest of her body showing believing no one will see her?
- a) Immaturity of thought
 - b) Object relevance
 - c) Egocentrism
 - d) Same sight
- 21) Which of the following is most likely to help a concrete operational child solve conceptual problems?
- a) The problems are explained more than once
 - b) The problems involve objects and situations that are familiar to the child
 - c) The child is older than the typical concrete operational learner
 - d) The child is instructed on problem solving methods
- 22) Dahlia's toy is covered by a blanket, but the child does not remove the blanket to look for the toy because he believes the toy is gone. This scenario shows an infant's inability to grasp which idea?
- a) Object stability
 - b) Object status
 - c) Object conservation
 - d) Object permanence

- 23) During the preoperational stage, children have the ability to do which of the following?
- a) Learn about their world through physical manipulation.
 - b) Think about things and can use symbols to mentally represent objects.
 - c) Develop a grasp of object permanence.
 - d) Grasp the idea of conservation, for example that amount remains the same regardless of container size.
- 24) Max, a preschooler, explains that a sandwich cut into four pieces is more than a sandwich cut in half, demonstrating which characteristic common in the preoperational stage?
- a) Conservation
 - b) Constructivism
 - c) Centration
 - d) Reversibility
- 25) Seriation, an important task children learn during the concrete operational stage, is characterized by which ability?
- a) Arranging items with automaticity
 - b) Arranging things in a logical progression
 - c) Disinterest in details such as volume or size
 - d) Interest in disorder of details, as in "Where's Waldo?"
- 26) Transitivity involves the ability to:
- a) Move bilaterally
 - b) Arrange objects in sequence
 - c) Change direction
 - d) Infer relationships
- 27) Children in the concrete operational stage have the understanding of space well enough to do which of the following?
- a) Draw a map from home to school
 - b) Move hands on the clock to demonstrate understanding of time
 - c) Think about future events
 - d) Know the earth's distance from the sun

28) The formal operational stage emerges:

- a) Sometime around the eighteenth birthday
- b) Unexpectedly, like a dropped weight
- c) Earlier in boys than in girls
- d) Sometime around the onset of puberty

29) In the formal operational stage, the preadolescent is beginning to think:

- a) Constructively
- b) Abstractly
- c) Intelligently
- d) Reasonably

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

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

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

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

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

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

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

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

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

- a) Teach to the test so students know what is expected.
- b) Focus on skills not yet developed and infuse these into the curriculum
- c) Encourage students to reflect on skills gained independently
- d) Select tasks that range from those requiring the assistance of others to those they can accomplish alone.

35) An example of the Vygotsky notion of scaffolding would be:

- a) A mother helping a child learn to ride a bike
- b) Students taking a test
- c) A teacher passing out new supplies
- d) A father taking his children for a ride in the car.

36) The importance of the bioecological approach is in emphasizing:

- a) The interconnectedness of the many factors that influence a child's development
- b) The social aspect of children's learning and development
- c) The focus on the child as a unique individual rather than a miniature adult
- d) The environmental influences that impact the developmental process

37) Knowledge and skills relating to reading that children usually develop from experience with books and other print media before the beginning of formal reading instruction in school is known as:

- a) Oral language
- b) Emergent literacy
- c) Language acquisition
- d) Phonics instruction

38) Early literacy developments depend on:

- a) A student's gender based preferences for literature
- b) Cultural awareness
- c) Children's experiences at home and their learning about books and letters
- d) Social experiences outside of the home

Chapter 2 Essay Question

1) The following are examples of Piaget's concept of equilibration. Analyze two of the following scenarios and identify in each:

- a) The source of disequilibrium
- b) The accommodation taking place
- c) The resulting new scheme
- Baby Natalie can feed herself applesauce with her fingers with relative ease. Her mother introduces the spoon and encourages Natalie to feed herself. Natalie dips the spoon in the applesauce but turns the spoon on the way to her mouth and the applesauce drips off. After some practice Natalie learns how to keep the applesauce on the spoon.
- Eli sees some groups of numbers on a gravestone (1899-1950). He appears to be thinking about the numbers and his lips are moving and he is speaking under his breath. Then he looks perplexed and says, "But you can't really call them can you, if they are dead?" Eli's turns to his mom for clarification.
- Alonzo begins reading his textbook and knows from his high school psychology class that cognitive development begins with the "formal operations" stage. While skimming his text he discovers that children first develop operations in the Concrete Operational stage. He carefully reads the section on cognitive development.

2) Describe the four main teaching implications drawn from the developmental ideas of Piaget.

3) A middle school teacher arranges his classroom so students sit in straight rows of desks, one in front of the other. He does this to promote compliant behavior and is pleased that students are quiet and attentive during lectures. However, students do not ask questions or discuss ideas. After lectures, the teacher assigns independent seat work. According to Vygotsky, will this teaching style be effective? Give at least two reasons to support your answer.

4) How did Bronfenbrenner view development? Describe Bronfenbrenner's model and his main contribution to the field of developmental psychology. What was his critique of the Piagetian view?

Chapter 3

Social, Moral, and Emotional Development

Multiple Choice Questions

- 1) A set of principles that relates social environment to psychological development is:
 - a) psychosocial theory.
 - b) certification pointer.
 - c) prosocial behavior.
 - d) psychosocial crisis.

- 2) According to Erikson, a psychosocial crisis is:
 - a) a crisis of faith.
 - b) a set of critical issues that individuals must address as they pass through life stages.
 - c) a crisis brought on by adolescent changes in hormones.
 - d) an imaginary set of problems created by media exposure.

- 3) Erikson hypothesized that individuals pass through several psychosocial stages of development. How many stages are in Erikson's psychosocial development theory?
 - a) Eight stages
 - b) Four stages
 - c) Ten stages in an overlapping hierarchical pyramid
 - d) Six stages with a crisis to be resolved at each

- 4) According to Erikson, vigorous exploration of physical and social behavior is a behavior typical of children in which stage?
 - a) Trust versus mistrust
 - b) Autonomy versus shame
 - c) Autonomy versus doubt
 - d) Initiative versus guilt