

- d. Students do better in school when they have warm, supportive relationships with their teachers.

- 12. A researcher is interested in the possible effect of teacher–student ratios on students’ learning. She finds 10 fifth-grade classrooms with 30–40 students per class and 10 others with 15–25 students per class. She discovers that there is a correlation between class size and student achievement. Which one of the following conclusions can we draw from this study?
 - a. Class size can help us predict school achievement.
 - b. Classes should be as large as is reasonably possible.
 - c. Classes should be as small as is reasonably possible.
 - d. The researcher has conducted a descriptive study.
- 13. Which one of the following conclusions can be drawn *only* from an *experimental* study?
 - a. Boys are more likely to show aggressive behavior than girls.
 - b. Children grow taller as they get older.
 - c. Drugs administered during childbirth affect a child’s early development.
 - d. Children’s muscular coordination improves as they grow older.
- 14. Imagine you are an educational researcher who wants to learn about the type of psychological atmosphere in which middle school students feel most comfortable and best able to concentrate on their studies. You plan to look at a wide variety of factors that might contribute to such an atmosphere—both physical factors (e.g., cleanliness and colorfulness of the school building) and social factors—(e.g., teacher–student relationships, general tolerance for diverse behaviors and beliefs). You realize that students might identify important factors that you yourself haven’t even thought of. In this situation, your best choice would probably be:
 - a. A descriptive, quantitative study
 - b. An experimental study with at least three treatment groups
 - c. An experimental study with one treatment group and one control group
 - d. A qualitative study
- 15. Mr. Jacobs wants to find out whether a new program for teaching physical education promotes students’ physical development. He gives his students a number of tests before they begin the program (pretests) and the same tests again after they have been in the program for eight months (posttests). He finds that the students’ posttest scores are higher than their pretest scores and so concludes that the program is effective. What is *definitely* wrong with Mr. Jacobs’ conclusion?
 - a. Eight months is too short a time for such a program to have a long-term effect.
 - b. There are other possible explanations for his results.
 - c. Tests are not a good measure of physical development.
 - d. The posttests should always be different from the pretests.

- 16. Dr. Kenney conducts a study in which she gives some students (chosen randomly) logically organized learning material; she gives other students the same material presented in a haphazard, unpredictable sequence. She finds that students with the organized material remember more. This study can best be described as:
 - a. A descriptive study
 - b. A theoretical study
 - c. An experimental study
 - d. A correlational study

- 17. A French teacher reads an article about how visual imagery (i.e., “picturing” things in one’s mind) can be used to help students learn French vocabulary words. To find out if visual imagery is more effective than verbal repetition in learning vocabulary words, she develops two different study guides for her students—one that tells students how to use visual imagery to learn French words, and one that tells them just to repeat the words over and over again—and randomly distributes the two study guides to her students. Over the next few weeks, the teacher finds that students using visual imagery study guides achieve higher average quiz scores. She concludes that the study guides describing the visual imagery technique help her students learn their French vocabulary words. Is the teacher’s conclusion valid?
 - a. No, because she used random assignment.
 - b. No, because her experiment wasn’t conducted in a laboratory.
 - c. Yes, because her students probably all had similar IQ scores.
 - d. Yes, because she was able to manipulate a variable in the environment.

- 18. Mr. Jones, a physical education teacher, notices that some of his students are better basketball players than others. He wonders if having a basketball net at home fosters the development of basketball skills. He gives his students a short survey that asks them if they have a basketball net at home. Sure enough, Mr. Jones finds that the better basketball players are more likely to have a net at home. He concludes that having a basketball net at home facilitates the development of basketball skills. Is his conclusion appropriate?
 - a. No, because he didn’t conduct an experimental study.
 - b. No, because his study wasn’t conducted in a scientific laboratory.
 - c. Yes, provided that his students responded truthfully to the survey.
 - d. Yes, because he used random assignment.

- 19. Dr. Lesgold finds that students in private schools perform better on achievement tests than do students in public schools. He can conclude that:
 - a. The difference is probably due to differences in family income.
 - b. The difference is probably due to the fact that private schools have smaller classes.
 - c. The difference is probably due to the fact that private schools are more likely to “teach to the test.”

- d. Students' achievement test scores can be predicted to some extent by the kind of school they attend.
- 20. Judging from the textbook's discussion of educational research, which one of the following would be the best course of action for teachers to take?
 - a. Teachers shouldn't take research findings very seriously, because there are too many "holes" in what we know from research.
 - b. Teachers should focus on research that relates to a single theoretical perspective (such as Piaget's theory or information processing theory).
 - c. Teachers can use findings from educational research to guide their classroom decision making.
 - d. Teachers should always go with their common sense and "gut" feelings about how to teach, regardless of any research findings to the contrary.
- 21. A researcher is interested in examining students' understanding and recall of texts. She gives students a series of texts to read (either essays or stories matched on critical variables such as length and grade level and presented randomly) and trains assistants to score and count up the exact number of correct "idea units" (or unique phrases) students recall from each text. The researcher also interviews students after they have read each text to examine their thoughts on why each was easy or difficult to understand. The researcher records students' responses and trains assistants to examine students' answers for different themes. The researcher's study would fit *best* into the category of:
 - a. a mixed-methods study.
 - b. a quasi-experimental study.
 - c. a qualitative study.
 - d. a quantitative study.
- 22. A distinguishing feature of a *mixed-methods study* is that it:
 - a. involves manipulating variables of interest but not controlling additional variables that might affect results.
 - b. allows a researcher to collect both quantitative and qualitative data.
 - c. allows a researcher to determine correlation but not causation.
 - d. requires an original study as well as an action plan based on research findings.
- 23. A high school principal decides to conduct a study in which she examines two chemistry classes in her high school. Her goal is to explore the effectiveness of two different instructional techniques she has become acquainted with and she will determine effectiveness through course grades. One class is taught by Ms. Howes, who will be using an instructional technique called "Chemistry Applications". The other class is taught by Ms. Moore, who will be using an instructional technique called "Chemistry In the Real World". What type of study is the principal planning on conducting?
 - a. A mixed-methods study
 - b. A correlational study
 - c. A quasi-experimental study
 - d. A descriptive study

- 24. A distinguishing feature of a *quasi-experimental study* is that it:
 - a. Involves manipulating variables of interest but not controlling additional variables that might affect results
 - b. Allows a researcher to collect quantitative but not qualitative data
 - c. Allows a researcher to determine correlation as well as causation
 - d. Requires an original study as well as an action plan based on research findings
- 25. In educational psychology, a *theory* can best be characterized as:
 - a. A description of the results of a particular research study
 - b. An explanation of how and why learning or development occurs
 - c. An objective measure of how a person behaves in a particular situation
 - d. A statement that describes how a particular variable affects learning or development
- 26. Which one of the following statements is most accurate regarding psychological *theories*?
 - a. Theories have been proven to be true.
 - b. Theories are continually modified as new data emerge.
 - c. Any single theory can be used to explain virtually every aspect of human behavior.
 - d. Theories will eventually be replaced by physiological (brain-based) explanations of behavior.
- 27. As the textbook points out, assessment in the classroom can take a variety of forms. Three of the following are examples of assessment in the classroom. Which one definitely does *not*, in and of itself, illustrate *assessment*?
 - a. A teacher decides to use a new approach to teach science this year.
 - b. A teacher observes that Lani rarely interacts with her classmates during recess.
 - c. A teacher sees her students growing increasingly restless during a lengthy lecture.
 - d. A teacher asks students to write an essay describing the pros and cons of a free enterprise system.
- 28. Judging from the textbook's discussion of assessment, we can best think of classroom assessment practices as mechanisms and procedures that:
 - a. Give us hard, indisputable facts that we can use to assign grades
 - b. Enable us to form tentative hypotheses about what students know and can do
 - c. Are most likely to be accurate when they take the form of paper–pencil tests
 - d. Allow us to draw conclusions about how students' motives and personality traits affect their classroom performance