

*Test Bank
for*

Educational Psychology: Theory and Practice

Eleventh Edition

Robert E. Slavin

Johns Hopkins University

Prepared by

Emilie Wright Johnson

Lindenwood University

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Copyright © [2015, 2012, 2009, 2006, 2003] by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458, or you may fax your request to 201-236-3290.

Instructors of classes using Robert E. Slavin's *Educational Psychology: Theory and Practice* may reproduce material from the test bank for classroom use.

10 9 8 7 6 5 4 3 2 1

ISBN-10: 0133549836

ISBN-13: 9780133549836

PEARSON

www.pearsonhighered.com

CONTENTS

Chapter 1	Educational Psychology: A Foundation for Teaching	1
Chapter 2	Cognitive, Language, and Literacy Development	9
Chapter 3	Social, Moral, and Emotional Development	18
Chapter 4	Student Diversity	35

Chapter 5	Behavioral and Social Theories of Learning	43
Chapter 6	Cognitive Theories of Learning	54
Chapter 7	The Effective Lesson	67
Chapter 8	Student-Centered and Constructivist Approaches to Instruction	78
Chapter 9	Grouping, Differentiation, and Technology	90
Chapter 10	Motivating Students to Learn	98
Chapter 11	Effective Learning Environments	110
Chapter 12	Learners with Exceptionalities	121
Chapter 13	Assessing Student Learning	133
Chapter 14	Standardized Tests and Accountability	147
Answer Key		158

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) During sixth hour, two students whisper to each other about the upcoming dance. The teacher continues discussing the lesson while walking toward the students. The students stop whispering and begin taking notes. Which principle of classroom management has the teacher employed?
 - a) Ignoring minor problems in the classroom
 - b) Using the mildest intervention possible
 - c) Using behavior issues as teaching opportunities

- d) Redirecting off task behavior with reminders
- 5) Intentional teachers are constantly thinking about:
- a) The outlooks they want for their students and assessments of outlooks
 - b) The outcomes they want for their students and how each decision moves students toward those outcomes
 - c) The input needed to advance student learning and how to measure input effectively
 - d) The efficacy of student outcomes and related assessments
- 6) Teacher efficacy is the degree to which teachers do what?
- a) Believe they are able to build rapport with at risk students
 - b) Make effective decisions regarding student 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 continually employing strategies that have worked to some degree for most learners
 - c) By continually assessing their effectiveness and attending professional development workshops
 - d) By continually assessing their students and assigning additional work when it is needed
- 8) Because classrooms typically have 20 or more students, an intentional teacher's task is to:
- a) Balance individualization with group studies
 - b) Divide the class into ability groups
 - c) Focus on direct instruction of each student
 - d) Balance direct instruction with individualization
- 9) 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
- 10) 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
- 11) In a research study, two groups of children were given markers and paper and given permission to draw pictures. Children in one group were given a reward for being “good players” at the end, but the second group of children received no reward. In this experimental situation, researchers:
- a) Created conflict and analyzed the resulting effect
 - b) Created special treatment and analyzed the effect
 - c) Created disequilibrium and cognitive dissonance
 - d) Created mixed variables and outcomes
- 12) A researcher carefully planned a study and randomly assigned children to one of two groups, ensuring that:
- a) The two groups were essentially equivalent
 - b) The children could not sit with friends
 - c) The dependent variable was easily identified
 - d) The treatment and control group received random input
- 13) Researchers in the Lepper study created a highly structured setting for educational experiments allowing them which of the following?
- a) The opportunity to observe the variables under different conditions
 - b) The ability to standardize treatment options for children
 - c) A very high degree of control over all the factors involved
 - d) A laboratory school for observation of teacher candidates
- 14) Laboratory studies offer highly reliable data characterized by:
- a) External efficacy

- b) Control validity
 - c) Internal conformity
 - d) Internal validity
- 15) An educational research experiment conducted in an actual classroom is called:
- a) A randomized field experiment
 - b) A situational experiment
 - c) An externalized group experiment
 - d) A variable field experiment
- 16) The degree to which results of an experiment can be applied to real-life situations is known as:
- a) Construct validity
 - b) Correlational validity
 - c) External validity
 - d) Internal validity
- 17) Mrs. Mandava asks the school psychologist to observe the behavior of her second-hour class and then design a special program for them. The psychologist returns to observe the students' behavior under the new program and finally to observe their behavior after she discontinues the new program. This type of study is a/an:
- a) Single-case experiment
 - b) Longitudinal experiment
 - c) Ethnographic study
 - d) Correlational study
- 18) In one study, researchers investigated the relation between students' attentiveness in class and their achievements and IQs. This type of study is an example of a/an:
- a) Single-case experiment
 - b) Correlational study
 - c) Longitudinal study
 - d) Attitudinal survey

19) Mr. Davis is hoping to learn why some of his sixth-grade students are performing poorly during the third quarter. He finds that the more students are absent, the lower his or her grades are likely to be. His results reflect:

- a) A positive correlation
- b) A negative correlation
- c) Uncorrelated variables
- d) A codependent correlation

20) Ms. Baden began using a sticker chart to reward students for on-task behaviors and recorded her students' behavioral responses. She continued using the sticker chart for one week, then discontinued the chart and again recorded behavioral responses. Finally she compared the behavior records to determine if the sticker chart had made a difference. The study Ms. Baden conducted would be known as:

- a) Correlational
- b) Baseline
- c) Single-case
- d) Triangulation

21) A researcher wants to study the effects of rewards on motivation and needs to set up two groups: one to receive rewards for its efforts and one to receive no rewards. What procedure should the researcher use to guarantee both groups are essentially equivalent?

- a) Put reward-motivated students in one group and the other students in the second group
- b) Put students in groups based on perceived response to past rewards
- c) Assign group numbers by having students count off by twos
- d) Randomly assign students to each group

22) Mr. Sanchez randomly assigns half of his class to study their home state on the computer and the other half of the class to use their social studies textbook. Mr. Sanchez then compares the two groups by giving both a test on basic state history. Mr. Sanchez conducted which type of research?

- a) Descriptive
- b) Ethnography
- c) Correlational study
- d) Experimental

23) According to our text, which of the following is the most frequently used research method in educational psychology?

- a) Randomized field experiments
- b) Single-case experiments
- c) Correlational studies
- d) Longitudinal studies

24) Tamika is better than average in both reading and math. What else might we expect about her reading and math?

- a) They are positively correlated
- b) They are negatively correlated
- c) They show divergent correlation
- d) They reflect an achievement correlation

25) Carson, who is struggling in math, has missed nine days of school this semester. The relation between his math skill and his absences show which type of correlation?

- a) Positive correlation
- b) Negative correlation
- c) Divergent correlation
- d) Achievement correlation

26) Research aimed at identifying and gathering detailed information about something of interest is:

- a) Correlational research
- b) Descriptive research
- c) Experimental research
- d) Longitudinal research

27) Mrs. Hart is a first-grade teacher and she is doing research in her own classroom. This type of descriptive research is called:

- a) Reflective research
- b) Practitioner research
- c) Expansive research
- d) Action research

- 28) According to our text, to become an intentional teacher you must first:
- a) Finish post-secondary education
 - b) Become a certified teacher
 - c) Conduct an action research study
 - d) Attend graduate school
- 29) 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
- 30) Variables for which there is no relationship between levels of one compared to another are referred to as:
- a) positively correlated
 - b) negatively correlated
 - c) uncorrelated
 - d) discorrelated

Essay Questions

- 1) What personal and professional characteristics contribute to being an effective teacher?
- 2) A teacher wants to know: Do students behave better in class when they help to create classroom rules or do they behave better when teachers create the rules for them. How can you set up a study to help answer this question?
- 3) Define and compare external validity and internal validity. Which do you feel is more important to emphasize in educational research? Explain the rationale for your choice.
- 4) You are interested in how the feedback provided by the teacher on homework assignments influences the quality of subsequent homework. Describe how this question might be studied

using each of the following: 1) laboratory experiment; 2) single-case experiment; and 3) randomized field experiment.

5) Describe a study you might conduct using a descriptive research design.

6) Consider the following research finding:

Finding A: It was reported that students who are assigned more homework earn higher grades.

- What type of research is this?
- How strongly does Finding A support the conclusion that spending time on homework causes students to earn higher grades?

Finding B: It was reported that students who own cell phones earn higher grades.

- How strongly does Finding B support the conclusion that owning a cell phone results in students earning higher grades?
- In what way do these two findings differ? Does one finding tell us more than the other about how students earn higher grades?

7) Mr. Bachmann is ready for the challenges of teaching 11th grade geometry. Although he is a little nervous about his first day of class he believes he is well prepared for this day. As he attempts to introduce himself to his new students, a group of students at the back of the room begins talking loudly to each other. Mr. Bachmann moves to the back of the classroom thinking his proximity to them will quiet them; however, when he gets closer to the students they begin to talk more loudly. There are several actions Mr. Bachmann can take. Based on ideas presented in the chapter, what do you suggest he do and why? Write an ending to the story that demonstrates a positive solution to the problem and identify the principle of classroom management that he demonstrates.

