

Test Bank
for
Human Learning
Eighth Edition

Jeanne Ellis Ormrod

Eighth Edition Test Bank Revised and Expanded by

Alyssa Emery

PEARSON

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INTRODUCTION TO THE TEST BANK

The items in this test bank include many items that appear in test banks for previous editions of *Human Learning*. Items that are no longer relevant to the book's content have been deleted. Other items have been revised to enhance clarity or reflect new research in the field. And there are numerous new items that reflect modifications and additions to the sixth edition of the book. For the most part, items are written to emphasize comprehension and application, rather than knowledge learned in a rote manner.

Separate sets of multiple-choice and essay questions are presented for each chapter of the book. In a final section are additional essay questions that require integration of material from two or more chapters.

Multiple-Choice Questions

Each multiple choice question has only one correct answer. Students sometimes like to have an opportunity to defend the alternatives they choose. Jeanne Ormrod recommends that you may want to consider allowing students to write defenses on the back of the answer sheet; in her experience, this procedure minimizes the extent to which students try to make after-the-fact arguments for incorrect choices.

Essay Questions

Some essay questions are relatively structured; others are more open-ended. You may wish to provide additional structure for responses—for example, by specifying maximum or minimum response lengths or by describing grading criteria. Ormrod usually tells students that she will not read between the lines: They must present a logical train of thought and be precise in their statements. For many students, such logic and precision are skills that take time to develop.

Request for Feedback

We appreciate hearing from you if you find certain items problematic. You can reach us at kevin.davis@pearson.com.

CHAPTER 1

PERSPECTIVES ON LEARNING

Multiple Choice Questions

1. Human beings undoubtedly learn more during the course of a lifetime than any other species on earth. The major result of this capacity to learn is that:
 - a. New instincts begin to emerge.
 - b. Human thought becomes less logical with each generation.
 - c. Humans can benefit from their experiences.
 - d. Humans are the only species whose behavior cannot be analyzed in terms of stimuli and responses.

2. Three of the following are examples of *learning*. Which one is *not*?
 - a. Abigail cries when she steps on a sharp pebble.
 - b. After many hours of heated debate, Brian begins to advocate political practices he has previously opposed.
 - c. Cara suddenly recognizes how the division fact “ $24 \div 4 = 6$ ” is related to the multiplication fact “ $6 \times 4 = 24$.”
 - d. David has been running away from German shepherds ever since he was bitten by a German shepherd two years ago.

3. Reynelda has trouble tracing a complex shape with a pencil when she is in kindergarten, but she can do it quite well by the time she is in second grade. Is this an instance of *learning*?
 - a. Yes, because her behavior has changed.
 - b. No, because the circumstances are too dissimilar.
 - c. Maybe, although the change may simply be due to physiological maturation.
 - d. Maybe, but only if she is being reinforced for tracing accurately.

4. Three of the following illustrate various ways that learning might be reflected in a person's behavior. Which one of the following changes does *not* necessarily reflect learning?
- a. Although it's a school night, Dean plays video games until well past his usual bedtime. As he becomes more tired, he finds it increasingly difficult to concentrate on what he's doing.
 - b. Even as a young child, Jerry could tell you that his grandparents immigrated to the United States from Ireland. But after a conversation with his grandmother, he can now describe the circumstances of the family's immigration in considerable detail.
 - c. Day after day, Martin practices his basketball skills (shooting, dribbling, etc.) on a basketball court at a local park. With each practice session, his movements become faster and smoother.
 - d. Lewis occasionally asks for help when he has difficulty with his classwork, but most of the time he just struggles quietly on his own. After his teacher assures him that asking for help is not a sign of weakness or inability, he begins asking for help much more frequently.
5. _____ research examines learning in tightly controlled settings and _____ research examines learning in real-world settings.
- a. Applied; Basic
 - b. Basic; Qualitative
 - c. Qualitative; Applied
 - d. Basic; Applied
6. Which of the following would be an example of a *qualitative* research study of learning?
- a. A researcher interviews 25 students about their experiences learning science.
 - b. A researcher gives 500 students in a History course a pre-test at the beginning of the semester, and a post-test at the end, to determine how much they learned.
 - c. A researcher brings volunteers into her lab to demonstrate a new learning strategy, and measures how well they implement the strategy on tasks that they perform while there.
 - d. A researcher goes to a local middle school to demonstrate a new learning strategy, and surveys students to determine how useful they believe the strategy to be.
7. A *principle* of learning can best be characterized as:
- a. A description of the results of a particular research study

- b. A statement that describes how a particular factor affects learning
 - c. The measurement of how much learning has occurred in a particular situation
 - d. An explanation of the underlying processes through which learning occurs
8. A *theory* of learning can best be characterized as:
- a. A description of the results of a particular research study
 - b. A statement that describes how a particular factor affects learning
 - c. The measurement of how much learning has occurred in a particular situation
 - d. An explanation of the underlying processes through which learning occurs
9. Three of the following are *principles* of learning. Which one is a *theory* of learning rather than a principle?
- a. A behavior that is followed by punishment decreases in frequency.
 - b. People learn by making mental associations between new information and their existing knowledge.
 - c. A response that is rewarded every time it occurs increases more rapidly than a response that is only occasionally rewarded.
 - d. Students tend to remember more of a lecture if they take notes on the lecture's content.
10. Which one of the following statements provides the most credible explanation for the fact that human beings seem to surpass all other animal species in their thinking and learning capacities?
- a. Only human beings have the capability to make tools.
 - b. Humans communicate regularly with one another and, in doing so, pass along what they've learned to future generations.
 - c. Human beings have a huge repertoire of instinctual behaviors from which they can draw when they encounter new experiences.
 - d. Human brains are smaller than those of other intelligent species (e.g., elephants, dolphins) and therefore can transmit messages more quickly and efficiently.
11. Theories are advantageous in several ways. Three of the following describe advantages of learning theories. Which one does *not*?
- a. Theories enable objective, unbiased reporting of research findings.
 - b. Theories help to condense large bodies of information.
 - c. Theories help practitioners design interventions that facilitate learning.
 - d. Theories provide an impetus for new research.

12. Which one of the following statements is most accurate statement regarding *theories* of learning?
 - a. They have been proven to be true.
 - b. They will eventually be replaced by physiological explanations of how learning occurs.
 - c. They are often modified as new data emerge.
 - d. Any theory can be used to explain virtually every instance of learning.
13. The textbook's perspective regarding various *theories* of learning is that:
 - a. Behaviorist theories are probably more accurate.
 - b. Cognitivist theories are probably more accurate.
 - c. There is currently no "right" theory, but one will eventually be developed.
 - d. Different theories may be applicable in different situations.
14. Three of the following represent why it is important for teachers to understand theories and principles related to learning. Which one is not?
 - a. Teachers can draw on research findings to determine the effectiveness of instructional methods and strategies
 - b. Teachers can maximize student learning when they understand what factors and processes influence how students learn.
 - c. Teachers can help students avoid common pitfalls to learning.
 - d. Teachers can help prove learning theories and principles, leading to new laws in the field of psychology.

Essay Questions

1. Sometimes we know learning has occurred because the learner engages in a new behavior—one that he or she has never before exhibited. But other kinds of behavior changes may also indicate that learning has taken place. Describe three additional ways in which behavior might change as a result of learning. Give a concrete example to illustrate each one.
2. Distinguish between *principles* and *theories* of learning, and give a specific example of each.
3. Theories of learning have both advantages and disadvantages. Describe at least two advantages and one disadvantage; in each case, explain the particular effect that the advantage or disadvantage has on the advancement of our understanding of human learning.

CHAPTER 2

LEARNING AND THE BRAIN

Multiple Choice Questions

1. Which one of the following is the best example of the *central nervous system* (rather than peripheral nervous system) at work?
 - a. Parts of the hindbrain are involved in regulating heart rate.
 - b. Cells in the retina at the back of the eye transmit information about light.
 - c. Some cells in the nose respond to certain kinds of chemicals.
 - d. Some cells in the skin are sensitive to heat or cold.
2. Which one of the following statements most accurately describes a neuron's *threshold of excitation*?
 - a. A neuron responds when it is stimulated by some of its neighboring neurons, but not when it is stimulated by other neighbors.
 - b. A neuron fires only when its electrical charge reaches a particular level.
 - c. A neuron is receptive to stimulation from other neurons only at points where there are gaps in its myelin sheath.
 - d. A neuron will fire at a maximum rate of no more than once every three seconds.
3. Which one of the following best describes how *neurons* transmit messages to one another?
 - a. By stimulating the growth of surrounding glial cells
 - b. By attaching themselves to the same terminal buttons
 - c. By fusing the axon of one with a dendrite of the other
 - d. By sending chemical substances across a tiny gap between them
4. Which one of the following is the best example of a *reflex* as psychologists define the term?
 - a. Going to sleep when you are tired
 - b. Feeling sad when a close relative dies
 - c. Pulling your foot away from a painful object
 - d. Jumping up and down for joy when you get a good grade

5. Three of the following describe methods what researchers commonly use to determine how the human brain probably functions. Which one is *not* a commonly used method to study the brain?
 - a. Documenting the behaviors of people with various kinds of brain injuries
 - b. Recording brain activity through PET scans, CAT scans, and similar technologies
 - c. Measuring the levels of various hormones and other substances in the blood
 - d. Removing a certain part of an animal's brain and observing the animal's subsequent behaviors
6. After a severe head injury, Mary has exceptional difficulty setting goals and in other ways planning her actions. Without knowing anything else about Mary's injury, you might reasonably conclude that it affected her:
 - a. forebrain
 - b. midbrain
 - c. hindbrain
 - d. reticular formation
7. Three of the following educators are using an accurate understanding of the brain and its development to guide their teaching. Which one is *not*?
 - a. Mr. Ornstein divides his class into two groups—left-brain thinkers and right-brain thinkers—and gives each group different activities, tailored to the strengths of their dominant hemisphere.
 - b. Ms. Chen knows that her middle school students could struggle to control their impulses, so she has them practice appropriate behaviors before their scheduled field trip.
 - c. Ms. Alda, a music teacher, knows that the plasticity of the brain could help her students make connections between music and math.
 - d. Mr. Helbert knows that the environment, not just genetics, affects student learning, so he plans for Aisha to participate in the same science activities as her classmates, despite the fact that he taught her brother last year and he struggled with certain concepts.
8. Given what psychologists believe to be true about how information is typically stored in the brain, how is the concept *dog* probably represented in your brain?
 - a. As a single neuron located in the prefrontal cortex
 - b. As a network of neurons spread across multiple brain regions
 - c. As a cluster of interconnected neurons located in the left parietal lobe
 - d. As a cluster of interconnected neurons located in one of the occipital lobes

9. Which one of the following best describes the growth of neurons during the prenatal period?
- a. An overabundance of neurons emerges early in prenatal development, but about half of the neurons die before birth.
 - b. Neurons continue to be generated at a rapid rate throughout the last six months of the prenatal period.
 - c. Neurons begin to develop in the fifth month of pregnancy, and they proliferate rapidly during the third trimester.
 - d. Neurons that will support basic physiological functioning appear in the first two months after conception; those that will be responsible for higher-level thinking processes don't appear until two or three months before birth.
10. In the human brain, a great deal of *synaptic pruning* occurs in early childhood. This pruning appears to be:
- a. The unfortunate result of insufficiently stimulating home environments
 - b. An adaptive process that allows children to deal more efficiently with their environment
 - c. Due to an imbalance of important nutrients, and especially to low levels of the B vitamins in many children's diets
 - d. Reflective of the fact that the forebrain is slowly taking over responsibility for functions that have previously been regulated by the hindbrain and midbrain
11. As children grow older, many of their neurons begin to transmit messages more rapidly than they did in the early years of life, thanks to:
- a. synaptic pruning
 - b. synaptogenesis
 - c. myelination
 - d. maturation of the limbic system

12. During the elementary and secondary school years, much of the brain's development occurs in regions of the brain that are largely responsible for
- thinking and reasoning
 - generation of emotional responses
 - muscular strength and coordination
 - making discriminations among highly similar stimuli
13. John is an adolescent who makes impulsive decisions (e.g., ditching school) and engages in risky behavior (e.g., driving well over the speed limit). His behavior can best be explained by which of the following?
- Adolescents have limited concepts of consequences and punishment.
 - Adolescents' brain stems are still not fully developed, and will not be until middle adulthood.
 - Adolescents' pre-frontal cortices are still not fully developed and will not be until their late teens and early twenties.
 - During adolescence, synaptic pruning has stopped.
14. According to the textbook, which one of the following conclusions is most true regarding factors that influence brain development?
- Genetic factors have the strongest influence on brain development, particularly later in life.
 - Environmental factors and people's experiences have the strongest influence on brain development in middle childhood.
 - Together, brain development is shaped by genetic and environmental factors throughout the life span.
 - Environmental factors are particularly influential in abnormal brain development.
15. Three of the following statements are consistent with research findings about factors that influence brain development. Which statement has *not* been supported by research?
- Genetic factors predispose some people to learning difficulties or mental illness.
 - High levels of alcohol consumption during pregnancy can lead to mental retardation.
 - High levels of toxic substances (e.g., lead, pesticides) have their greatest negative impact after puberty.
 - Opportunities to learn certain skills may lead to detectable differences in brain structures or patterns of brain activation.

16. In which one of the following situations should we be most concerned about missing a *critical period* in a person's development?
- Rachel is born with a cataract in her left eye that is surgically removed when she is 8 years old.
 - Phoebe doesn't learn how to write until she is 12 years old.
 - Although Ross knows how to count, he gets no formal instruction in mathematics until he is 15.
 - Joey has his first tennis lesson when he is 25.
17. Which one of the following best exemplifies *experience-expectant plasticity*?
- Learning how to play the guitar
 - Mastering one's native language
 - Understanding abstract ideas in philosophy
 - Applying principles of psychology to real-world settings
18. Which one of the following best exemplifies *experience-dependent plasticity*?
- Hearing subtle differences in similar-sounding words
 - Learning how to pronounce words like a native speaker
 - Learning syntactical structures of one's native language
 - Learning how to read
19. Which one of the following research findings is most consistent with the concept of *core knowledge* as described in the textbook?
- Children must have basic knowledge of numbers and counting before they can master arithmetic operations such as addition and multiplication.
 - Some motor skills are prerequisites for others; for example, children must learn how to walk before they can learn how to run or skip.
 - Some linguistic knowledge is prerequisite to other knowledge; for example, children must know how to read before they can learn how to write.
 - Very young infants appear to have more knowledge of the physical world than they could have acquired from their own, limited experiences with objects.

20. Which one of the following best describes *mirror neurons*?
- They are pairs of neurons that have identical functions on opposite sides of the cortex.
 - They are the primary reason why infants can recognize their own reflections as early as 3 months of age.
 - They fire when a person either makes a particular response or observes someone else make that response.
 - They are the only kinds of neurons that are consistently found in all primate species.
21. Which one of the following best describes psychologists' current beliefs about the brain and learning?
- Learning involves changes in synapses and possibly also involves the growth of new neurons and astrocytes.
 - Large doses of certain vitamins promote brain growth and lead to more rapid learning.
 - Left-hemisphere-dominant individuals are, on average, more effective learners than right-hemisphere-dominant individuals.
 - The brains of rapid learners are about 20% larger than the brains of slower learners.
22. Naomi wakes up several hours after a severe blow to her head has rendered her unconscious. She can remember nothing about events leading up to the incident, reflecting the importance of _____ in learning and memory.
- neurogenesis
 - consolidation
 - a critical period
 - the corpus callosum
23. According to the textbook, which one of the following conclusions is most warranted from research on brain development?
- To become truly skilled in such domains as art and music, children should begin systematic instruction in these domains before the age of five.
 - The ability to think abstractly depends on the development of many synaptic connections during the first five years of life.
 - Children probably won't acquire the basic skills essential to succeed in the adult world (e.g., reading, writing, math) unless they begin developing those skills in the early elementary grades at the latest.
 - Classroom experiences can significantly enhance people's cognitive development throughout the elementary, secondary, and post-secondary school years.

Essay Questions

1. The textbook describes five general research methods that scientists use to determine how the brain functions. In three short paragraphs, describe *three* of them.
2. Several teachers tell you that they are “teaching to students’ right brains” by spending a lot of time on painting, map interpretation, geometry, and other highly visual and/or spatial activities. Critique their claim using what you have learned about how the human brain functions.
3. Someone tries to convince you that parents should put their children in enriching preschool environments by their second birthday at the latest. How would you respond to this individual? In your response:
 - a. State whether you agree or disagree with the person.
 - b. Defend your position given recent findings about brain development. Include the following concepts in your discussion:
 - i. synaptogenesis
 - ii. synaptic pruning
 - iii. experience-expectant and experience-dependent plasticity