

## Chapter 1 – The Study of Educational Psychology

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### MULTIPLE CHOICE

1. Since educational psychology is a science, how is practical knowledge about educational settings produced?
  - a. through research using the scientific method
  - b. through introspection
  - c. by using commonsense
  - c. by informal observations

ANS: A

REF: p. 5

OBJ: What is Educational Psychology?

2. The advantage of using the science of psychology to study human behavior is that
  - a. most people give psychology lots of credibility.
  - b. most teachers have a course in psychology and therefore understand it.
  - c. psychology helps us to systematically notice and explain behavior.
  - d. it is completely objective.

ANS: C

REF: p. 5

OBJ: What is Educational Psychology?

3. There are many behaviors and events going on in the classroom. This best describes the \_\_\_\_\_ of the classroom environment.
  - a. immediacy
  - b. multidimensionality
  - c. diversity
  - d. linearity

ANS: B

REF: p. 6

OBJ: What is Educational Psychology?

MSC: JoinIn

NOT: WWW

4. Evan is a 12<sup>th</sup> grader. He believes that learning only happens if he works hard at memorizing content. This belief is part of Evan's
  - a. transactional model.
  - b. multidimensionality.
  - c. psychology.
  - d. epistemology.

ANS: D

REF: p. 6

OBJ: What is Educational Psychology?

5. If you believe that student achievement is related to a number of factors such as student characteristics, school policies, and teacher behavior, then you have adopted a(n)
  - a. behavioral view of teaching and learning.
  - b. epistemological view of the teaching-learning process.
  - c. ecological view of teaching and learning.
  - d. transactional model of the teaching-learning process.

ANS: D

REF: p. 7

OBJ: Applying Psychology to Education

6. The transaction model of the teaching – learning process is most helpful in providing insights into
  - a. why teachers get burnt out
  - b. the factors that influence choice of classroom management strategies
  - c. epistemology
  - d. the factors that influence student achievement

ANS: D

REF: p. 7

OBJ: Applying Psychology to Education

NOT: WWW

7. From a behavioral perspective, what is the best explanation of a student misbehaving in class?
- The student expects that his behavior will lead to self-actualization.
  - His self-concept is one of a troublemaker.
  - The student gains some type of positive consequence because of the misbehavior.
  - He models the behavior of an older child who is a bully.

ANS: C

REF: p. 11

OBJ: Applying Psychology to Education

8. An ed psych student is eager for the class to start in the new semester. She is excited because she anticipates learning a formula for a successful teacher to apply in her classroom once she becomes a teacher. Will this student be disappointed and why?
- No – There are some specific principles that she can apply very easily to any classroom.
  - No – There is a specific formula that guarantees success if applied to the classroom.
  - Yes – The research indicates that no theory is correct.
  - Yes – There are too many variables in teaching and learning for a formula for success. She will have to critically apply what she learns in ed psych to her own classes.

ANS: D

REF: p. 12

OBJ: Ed Psych and the Role of the Teacher

9. One limitation of educational psychology is that
- learning in the real-world differs from learning in the classroom.
  - teachers often apply the concepts and principles too rigidly to the classroom.
  - it does not adhere to the tenets of science.
  - very little research has been done in the area of teaching and learning.

ANS: A

REF: p. 13

OBJ: Ed Psych and the Role of the Teacher

MSC: JoinIn

NOT: WWW

10. One of your friends says that learning in school reflects how we learn in real-life settings. Since you're taking an Educational Psychology course you disagree. Why?
- Learning in school tends to be group-centered; learning in real-life tends to happen in an individualistic way.
  - Learning in school tends to be individualistic; learning in real-life tends to occur in groups.
  - Learning in school happens because of the teacher, but in real-life there is no teacher.
  - Learning in school tends to be temporary, but learning in real-life tends to be more permanent.

ANS: B

REF: p. 13

OBJ: Ed Psych and the Role of the Teacher

11. If you want to learn how to be an effective teacher, you must study the interaction between the characteristics of effective teachers and educational contexts. The best describes
- the ecological approach.
  - epistemology.
  - the cognitive approach.
  - parsimony.

ANS: A

REF: p. 15

OBJ: Characteristics of the Effective Teacher

12. What would John Dewey's reaction be to find out that a teacher might be effective in one context but not in another?
- He would be shocked because effective teachers are effective teachers in all contexts.
  - He would be mildly surprised because good teachers are born.
  - Dewey would not be surprised since there is an interaction between context and teacher characteristics.
  - John Dewey would be not surprised because the teacher is probably teaching at different

times of the day.

ANS: C                      REF: p. 15                      OBJ: Characteristics of the Effective Teacher  
 MSC: JoinIn                      NOT: WWW

13. A framework for understanding effective teachers includes four domains. Which of the following is not among the four domains?

a. planning and preparation                      c. instruction  
 b. classroom environment                      d. counseling

ANS: D                      REF: p. 15-16                      OBJ: Characteristics of the Effective Teacher

14. A teacher keeps a journal and writes down it every day after school, describing what went well and went did not in class. She is practicing

a. ecology                      c. reflection  
 b. correlational research                      d. parsimony

ANS: C                      REF: p. 17-18                      OBJ: Characteristics of the Effective Teacher

15. If you are an inquisitive teacher who asks questions about your teaching, then you are a practicing:

a. epistemology                      c. parsimony  
 b. reflective teaching                      d. the cognitive approach

ANS: B                      REF: p. 19                      OBJ: Characteristics of the Effective Teacher  
 MSC: JoinIn                      NOT: WWW

16. \_\_\_\_\_ is based on observation, testability, replication, and parsimony.

a. Epistemology                      c. Theory  
 b. Reflection                      d. Science

ANS: D                      REF: p. 19                      OBJ: Study of Human Behavior

17. Science differs from other ways of knowing because it relies upon

a. the cognitive approach.                      c. reflection.  
 b. observation.                      d. theory.

ANS: B                      REF: p. 19                      OBJ: Study of Human Behavior

18. If a scientist does not phrase her research questions in a falsifiable way, the questions are not considered

a. hypothetical.                      c. quantifiable .  
 b. testable.                      d. qualifiable.

ANS: B                      REF: p. 19                      OBJ: Study of Human Behavior  
 NOT: WWW

19. If two different theories both do an adequate job of explaining behavior, the \_\_\_\_\_ theory is preferred due to \_\_\_\_\_.

a. simpler; parsimony                      c. newer; parsimony  
 b. simpler; transactional model                      d. newer; multidimensionality

ANS: A                      REF: p. 20                      OBJ: Study of Human Behavior

20. Compared to just a collection of facts, \_\_\_\_\_ allows learners to organize information better more effectively.

- a. theories
- b. facts
- c. principles
- d. concepts

ANS: A

REF: p. 21

OBJ: Study of Human Behavior

21. “Give students a choice and that will increase their motivation.” This is an example of a(n)

- a. fact.
- b. rule.
- c. theory.
- d. inference.

ANS: C

REF: p. 21

OBJ: Study of Human Behavior

MSC: JoinIn

NOT: WWW

22. When does a theory become practical?

- a. When the theory has been thoroughly replicated.
- b. When it meets the standard of parsimony.
- c. When the theory can be put into action.
- d. When the theory becomes fact.

ANS: C

REF: p. 22

OBJ: Study of Human Behavior

23. If you use a general theory to generate specific ideas, you are using \_\_\_\_\_. If you are using specific ideas to generate a general theory, you are using \_\_\_\_\_.

- a. deduction; induction
- b. induction; deduction
- c. replication; random assignment
- d. facts; principles

ANS: A

REF: p. 24

OBJ: Study of Human Behavior

24. You are conducting research in which you are examining how the impact of the independent variable is affecting the dependent variable. You are using the method called

- a. correlational research.
- b. experimental research.
- c. random assignment.
- d. observational research.

ANS: B

REF: p. 26

OBJ: Using Research to Inform

MSC: JoinIn

NOT: WWW

25. In a single subject research design, there are two components. What are they?

- a. paradigm and theory
- b. internal validity and external validity
- c. baseline phase and treatment phase
- d. observation and qualitative

ANS: C

REF: p. 27

OBJ: Using Research to Inform

26. If you wish to examine the relationship between two variables, which method of research would be most appropriate?

- a. correlation
- b. experiment
- c. observation
- d. qualitative

ANS: A

REF: p. 28

OBJ: Using Research to Inform

27. The correlation between time spent studying and grade is positive. What does that mean?

- a. The relationship is beneficial for the student.
- b. The two variables move in opposite directions.
- c. The two variables move in the same direction; for example the more studying the higher the grades.

- d. Research has found strong evidence for the correlation; a negative correlation would mean that there is weak evidence for the correlation.

ANS: C                      REF: p. 29                      OBJ: Using Research to Inform  
MSC: JoinIn                      NOT: WWW

28. If the correlation between family size and IQ is positive, what does that mean?
- A large family causes the children to have high IQs.
  - A small family causes the children to have low IQs.
  - The two variables move in the opposite direction –down/up or up/down – but nothing about causation.
  - The two variables move in the same direction – up/up or down/down – but nothing about causation.

ANS: D                      REF: p. 29                      OBJ: Using Research to Inform

29. You hear a talk show host talking about how two factors are correlated. But then goes on to talk about how that correlation means causation. What's your reasoned reaction to the statement about causation?
- The talk show host understands correlation.
  - Correlation does not mean one variable causes the other variable.
  - You would estimate the correlation to be around 2.00.
  - You would estimate the correlation to be negative since the talk show host never presented the evidence for the correlation.

ANS: B                      REF: p. 29                      OBJ: Using Research to Inform

30. What should the correlation coefficient be between two variables to have practical value?
- .00
  - .10
  - .40 - .60
  - 2.00 – 3.00

ANS: A                      REF: p. 29                      OBJ: Using Research to Inform  
NOT: WWW

31. What type of data is collected in observational/qualitative research in a classroom?
- single-subject
  - correlational numerical data
  - baseline
  - Descriptive data that must be perceived and judged by the researcher.

ANS: D                      REF: p. 30                      OBJ: Using Research to Inform

32. Mr. Peitz, a high school teacher, is very curious about his own classroom and classroom work. In fact, he has conducted some informal studies of his teaching method. Mr. Peitz best illustrates
- single-subject research
  - epistemological research
  - experimental research
  - teacher research

ANS: D                      REF: p. 33                      OBJ: The Teacher as Researcher

33. The study by Fecho (1998) of teacher-student writing conferences found that one student told a teacher about liking to be critical of his writing. Based on that, Fecho found that he needed to help students become self-reliant. This best illustrates the value of conducting:
- teacher research
  - diversity research
  - interviews
  - transactional research

ANS: A                      REF: p. 41                      OBJ: The Teacher as Researcher

34. Which of the following is the best example of why teachers need to appreciate diversity?
- We live in a global, multicultural society
  - Not all of their students may speak English.
  - Students come from different social classes.
  - All of the above justify appreciation of diversity.

ANS: A                      REF: p. 36                      OBJ: Major Themes

35. The most likely type of research that a teacher conducts in her classroom is
- experimental.
  - correlational.
  - observational/qualitative.
  - theoretical.

ANS: C                      REF: 30-31                      OBJ: Using Research to Inform

## MATCHING

- |  |   |
|--|---|
| a. generality  | f. simplicity   |
| b. falsifiable   | g. approach to study behavior in the context of the environment |
| c. applying the science of human behavior to the classroom | h. questioning about one's teaching and practice                |
| d. examining relationship between two variables            | i. explaining behavior based on consequences                    |
| e. collection of principles                                | j. Latino core value of harmony                                 |
- ecological model
  - reflection-in-action
  - parsimony
  - behavioral approach
  - theories
  - testable question
  - educational psychology
  - external validity
  - simpatia
  - correlational research

- |            |         |
|------------|---------|
| 1. ANS: G  | REF: 14 |
| 2. ANS: H  | REF: 17 |
| 3. ANS: F  | REF: 20 |
| 4. ANS: I  | REF: 11 |
| 5. ANS: E  | REF: 21 |
| 6. ANS: B  | REF: 19 |
| 7. ANS: C  | REF: 5  |
| 8. ANS: A  | REF: 25 |
| 9. ANS: J  | REF: 36 |
| 10. ANS: D | REF: 29 |

- a. expand and connect facts
  - b. intentional inquiry by teachers about their own school and classroom work
  - c. individual's action in a given situation
  - d. certainty
  - e. illustrates how multiple factors affect student achievement
  - f. characteristic of the classroom
  - g. Latino core value of respect to people in authority
  - h. expecting something will happens increases odds that it will happen
  - i. belief about the nature of knowledge and learning
  - j. going from the general to the specific
11. public nature
  12. epistemology
  13. teacher research
  14. principles
  15. respeto
  16. internal validity
  17. human behavior
  18. self-fulfilling prophecy
  19. deduction
  20. transactional model

- |            |         |
|------------|---------|
| 11. ANS: F | REF: 6  |
| 12. ANS: I | REF: 6  |
| 13. ANS: B | REF: 33 |
| 14. ANS: A | REF: 21 |
| 15. ANS: H | REF: 37 |
| 16. ANS: D | REF: 24 |
| 17. ANS: C | REF: 5  |
| 18. ANS: H | REF: 25 |
| 19. ANS: J | REF: 24 |
| 20. ANS: E | REF: 7  |

### TRUE/FALSE

1. There is a perfect fit between the knowledge of educational psychology and its application to the classroom.  
ANS: F REF: 7
2. A shortcoming in studying educational psychology is its lack of insight into classroom management.  
ANS: F REF: 12
3. If you adopt a behavioral view in explaining behavior, you focus on how consequences shape behavior.  
ANS: T REF: 11
4. There is no one best approach to explain behavior.  
ANS: T REF: 11

5. Given the limitations of educational psychology, it is best to apply specific strategies to a specific context.

ANS: F                      REF: 12

6. A good way to prepare to be an effective teacher is to memorize a list of teacher characteristics identified by research.

ANS: F                      REF: 14

7. As Mrs. Johanson is giving a lesson, she asks herself if the examples are effective. This is called reflection-in-action.

ANS: T                      REF: 17

8. Science is set up for scientists to prove their hypotheses.

ANS: F                      REF: 19

9. You use a paradigm as framework for repeated testing.

ANS: T                      REF: 19

10. Causation proves correlation.

ANS: F                      REF: 29

## ESSAY

1. Describe how educational psychology can help you become an effective teacher. Focus on the benefit of applying the scientific method of observation.

ANS:  
Not provided

2. What is the transactional model of the teaching-learning process? Be sure to give examples of each component.

ANS:  
Not provided

3. Explain how the behavioral approach and cognitive approach to behavior would explain learning.

ANS:  
Not provided

4. Does educational psychology give a formula for success for the teacher? Defend your answer.

ANS:  
Not provided



5. Contrast the way we learn in school with the way we learn in the real-world.

ANS:

Not provided

6. How does reflection make a teacher an expert teacher?

ANS:

Not provided

7. What are the significant differences between facts, principles, and theories? Give an example of each to support your answer. How might an understanding of each help a teacher become more effective?

ANS:

Not provided

8. Design an experiment in which you test the effect of a new computer program on helping 4<sup>th</sup> graders learn math. Identify the independent variable, dependent variable, control group, and experimental group and how you would place students into groups.

ANS:

Not provided

9. Describe the typical kind of research teachers can conduct?

ANS:

Not provided

10. What are some advantages over a teacher conducting observational/qualitative research versus more controlled experiments?

ANS:

Not provided