

Educational Psychology (EDP304)

Final Exam Review

Behavioral Theory/Behavior Management

1. The name of the process in Pavlov's experiment, where after the bell and the meat are presented together and the ringing of the bell alone causes the dog to salivate
2. When an act is followed by a satisfying change in the environment, the likelihood that the act will be repeated in similar situations increases refers to Thorndike's
3. The use of pleasant and unpleasant consequences to change behavior is often referred to as
4. Any consequence that strengthens (increases the frequency of) a behavior
5. Consequences that are not reinforcing, that is, that weaken behavior
6. When teachers guide students toward goals by reinforcing the many steps that lead to success the process is called
7. The process of weakening a response by withdrawing reinforcement is
8. Schedule of reinforcement in which the number of behaviors required for reinforcement is unpredictable
9. Having a pizza party the last day of every month that students behaved well during is an example of what kind of reinforcement schedule?
10. Playing a slot machine sets a person up on what type of reinforcement schedule?
11. A student does their homework and gets out of doing chores. This is an example of what?
12. Jane misbehaves numerous times in class one day and her teacher keeps her after school. This is an example of what?
13. This is a kind of observational learning in which one learns from the consequences of others' behaviors
14. This man applied Pavlov's theory of classical conditioning to human behavior
15. Attention, retention, reproduction, and motivation are included in Bandura's process of what?
16. Explain generalization and discrimination as they apply to Behaviorism
17. What was the conditioned stimulus in Pavlov's experiment with the dogs?
18. What are the two major types of conditioning we talked about?
19. Technically speaking, how do you know if something is a punisher or a reinforcer?
20. What is the difference between modeling and vicarious learning?
21. How do definitions of learning differ between cognitive and behavioral theories?

22. A program that requires following a series of steps that proceed from the observation of the behavior through program implementation to program evaluation
 23. Define baseline data
 24. Name two major purposes of teaching applied behavior analysis in this class
 25. What is the general philosophy for classroom intervention to deal with behavior problems
 26. We talked about setting events, rules, and room arrangement as examples of these
 27. What are some suggestions for the appropriate use of reinforcement?
- REVIEW USE OF REWARDS AND USE OF REINFORCEMENT

Motivation

28. Name theorist behind Social Cognitive Theory who did the BoBo Doll experiment.
 29. Rewards for learning that are not inherent in the material being learned. Rewards may range from praise to grades to recognition to prizes
 30. Explain the difference between an entity and incremental theorist including what types of goals they adopt
 31. Define self-efficacy
 32. Name three tendencies of a highly efficacious person
 33. Which types of goals lead one to be concerned with others' perceptions of one's ability
 34. Incremental theorists typically chose these goals
 35. Name three external factors that students may attribute their success or failure to
 36. Name three ways to enhance intrinsic motivation
 37. Name three recommendations for giving extrinsic rewards
 38. This theorist devised a hierarchy of needs which holds that people need to satisfy basic deficiency needs before growth needs
 39. Attribution theory is an explanation of motivation that focuses on how people explain the causes of their _____ and _____
 40. Within attribution theory there are three dimensions for attributing success or failure including internal/external, stable/unstable
 41. Explain what attribution theory is
 42. Learners who have knowledge of effective learning strategies and how and when to use them are called?
- REVIEW SOCIAL COGNITIVE THEORY/CLASSICAL & OPERANT CONDITIONING

- REVIEW VICARIOUS LEARNING & PROCESS OF MODELING
- REVIEW SELF-REGULATED LEARNING

Types of Instruction

43. The term used to describe lessons in which the teacher provides information directly to students, structuring class time to reach a clearly defined set of objectives as efficiently as possible
 44. This word best describes the teacher's role within cooperative learning instruction
 45. This word best describes the role of the teacher within direct instruction
 46. This word best describes the role of the teacher within discovery learning
 47. The term that refers to a variety of ways of asking for brief student responses to lesson content
 48. What is the term for the length of time the teacher hesitates for a student to answer a question before giving the answer or going on to another student?
 49. Name two advantages to discovery learning
 50. Define scaffolding
 51. This method of cooperative learning breaks the lesson up into sections so that each member of the group can become an expert on a particular section
 52. Name two aspects of cooperative learning which increase the effectiveness of the lesson
 53. Which type of instruction is best for unfamiliar domains?
 54. Creativity and self-directedness is most emphasized by this type of instruction
- REVIEW CONSTRUCTIVISM

Assessment/Standardized Tests

55. Measures that focus on comparisons of a student's scores to those of other students
56. Measures that focus on assessing students' mastery of specific skills
57. Name three advantages to writing objectives
58. Give a specific example of a standardized norm-referenced achievement test
59. Give a specific example of a standardized norm-referenced intelligence/apptitude test
60. Performance-based assessment is most closely linked to this type of assessment
61. Name two advantages of authentic assessment
62. Name two disadvantages of authentic assessment
63. How are IQ scores determined?

64. An approach to assessment often discussed along with authentic assessment is the collection of student work over an extended period
 65. Identify 3 things you might analyze to determine whether a multiple choice item is a “good” item
 66. Describe content validity
 67. Describe construct validity
- REVIEW ITEM DISCRIMINATION / ITEM ANALYSIS

Answer Key:

1. classical conditioning
2. Law of Effect
3. operant conditioning
4. reinforcer
5. punishers
6. shaping
7. extinction
8. variable ratio
9. fixed interval
10. variable ratio
11. negative reinforcement
12. presentation punishment
13. vicarious learning
14. Watson
15. Modeling
16. when you generalize you extend your responses to stimuli that are similar; when you discriminate you recognize differences in stimuli
17. bell/tone
18. operant and classical
19. reinforcer will increase the frequency of a behavior; punisher will decrease frequency of a behavior
20. vicarious learning involves someone learning by watching another being punished or reinforced
21. cognitive theories emphasize the changes that go on in one's mental structures or level of thinking whereas behaviorists emphasize changes in outward/observable behavior
22. applied behavior analysis
23. initial data showing frequency of target behavior
24. work with school psychologists, process of systematically altering behavior

25. Use simplest intervention that will work/principle of least intervention
26. Antecedents
27. reinforce immediately after desired behavior, use least tangible or elaborate reinforcer that will work, utilize the PreMack principle, make it informational, try before punishment, use shaping techniques
28. Bandura
29. extrinsic incentives
30. entity theorists more or less ascribe to the theory that ability is fixed while incremental theorists focus on how ability is gained over time through effort; entity theorists adopt performance goals whereas incremental theorists adopt learning/mastery goals
31. judgment of one's ability to perform a task within a specific domain
32. become less frustrated, more likely to engage in difficult task, more persistence
33. performance goals
34. mastery/learning
35. luck, test difficulty, character of the teacher, room conditions
36. maintain curiosity, give choices, use a variety of presentation modes, have students set goals
37. make informational, unexpected, avoid tangible rewards for something the student already likes, require a standard to be met
38. Maslow
39. successes and failures
40. controllable/not controllable
41. the study of what factors individuals attribute as being the cause of their successes and failures
42. self-regulated
43. direct instruction
44. mentor, collaborators
45. organizer, expert
46. facilitator
47. learning probe
48. wait time
49. arouses curiosity, encourages independent problem solving, increases critical thinking skills

50. assistance within the zone of prox. development from more capable peer or adult
51. jigsaw
52. individual accountability, structure, team goals and recognition, equal opportunity for success
53. direct
54. discovery
55. norm-referenced
56. criterion-referenced
57. master plan, backward planning, test at many levels
58. ITBS, CAT, ACT, GRE, SAT
59. WAIS, Stanford-Binet
60. authentic assessment
61. teach to "real life," increased external validity, increase motivation, increase understanding higher costs, more materials, often contrived assessments, difficult to score reliably, more things to consider for
62. classroom management
63. normed score--score is based upon relative performance to others of the same age taking the test
64. portfolio
65. Analyze how the item was written, overall percent correct, effectiveness of distracters, item discrimination
66. The degree of overlap between what is taught (or what should be taught) and what is tested
67. How well does a test measure a meaningful characteristic or quality; how well the test is measuring what it is supposed to test