

Educational Psychology (EDP304)

Final Exam Review

Research Methods

1. The discipline or field that studies learners, learning and teaching is?
 2. Explain the difference between external and internal validity
 3. Research that explores the degree to which two variables are related is called?
 4. If correlated, scores on an IQ test and grades would represent what kind of correlation?
 5. If you were to correlate the amount of money you give away with accumulated wealth what would the correlation be?
 6. What is the key word for the purpose of comparing different variables in a correlational study?
 7. This kind of experiment has high external validity but less control than a lab experiment
- REVIEW "MISCONCEPTIONS OF TEACHING" FROM NOTES
 - REVIEW 3 TYPES OF RESEARCH STUDIES

Development

- *HAVE AN UNDERSTANDING OF BOTH PIAGET'S & VYGOTSKY'S THEORY OF DEVELOPMENT – SOME IMPORTANT TERMS INCLUDE SCAFFOLDING, ZONE OF PROXIMAL DEVELOPMENT, EQUILIBRATION, DISEQUILIBRIUM, PIAGET'S STAGES OF DEVELOPMENT*

Cognitive Theories

8. An information processing storage system that can hold a limited amount of information for a few seconds
9. The part of long term memory from which we try to recall personal experiences
10. This happens when information gets mixed up with or pushed aside by other information
11. The type of practice that occurs when newly learned information is practiced for shorter durations of time over many sessions
12. The most important principle of this theory is that incoming information that fits into an existing framework is more easily understood
13. The process of thinking about material to be learned in a way that connects the material to information or ideas already in the learner's mind
14. Long term memory in humans corresponds to what part of the computer
15. Name three things that can determine the capacity of one's working memory
16. The ability to retrieve information from long-term memory depends on what?

17. What is the purpose of chunking information?
 18. Why is automaticity crucial to effective learning?
 19. Understanding how much you know about former presidents is an example of what?
 20. Expert chess players can remember game situations better than novices because of the ability to do this:
 21. These are a general group of strategies that enhance your memory.
 22. What did the Gestalt researchers tell us about memory when using their closure tasks like the Dalmatian picture
 23. Give three additional names for short term memory
 24. Why is our working memory like a bottleneck?
 25. Remembering whom you talked to at your high school graduation is an example of what kind of memory?
 26. What is the more general name for the memory system that includes sensory, short term, & long term memory?
 27. Name three ways to increase our ability to effectively encode information in long-term memory
 28. Give two suggestions for teaching concepts effectively
 29. Explain "rule-example-rule"
- REVIEW AUTOMATICITY

Complex Cognitive Theories

30. Define metacognition
31. Knowing how well you are doing is an example of what?
32. Metacognition can be divided into two parts, name them
33. Planning, monitoring, and evaluation are part of what aspect of metacognition
34. Explain the difference between declarative and conditional knowledge
35. "Mission Control" is another name for this part of your memory system
36. Name the three levels of study strategies that we discussed in class.
37. Name three ways to increase transfer
38. The ability to evaluate conclusions by logically and systematically examining the problem, the evidence, and the solution
39. This becomes more probable when learning in many contexts, from many examples, and reflecting on your existing knowledge

40. World hunger is an example of what kind of problem?
41. Name two parts of the general problem solving model
42. Describe what a heuristic is and give an example

➤ REVIEW CREATIVITY & CRITICAL THINKING

Behavioral Theory/Behavior Management

43. 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
44. 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
45. The use of pleasant and unpleasant consequences to change behavior is often referred to as
46. Any consequence that strengthens (increases the frequency of) a behavior
47. Consequences that are not reinforcing, that is, that weaken behavior
48. When teachers guide students toward goals by reinforcing the many steps that lead to success the process is called
49. The process of weakening a response by withdrawing reinforcement is
50. Schedule of reinforcement in which the number of behaviors required for reinforcement is unpredictable
51. Having a pizza party the last day of every month that students behaved well during is an example of what kind of reinforcement schedule?
52. Playing a slot machine sets a person up on what type of reinforcement schedule?
53. A student does their homework and gets out of doing chores. This is an example of what?
54. Jane misbehaves numerous times in class one day and her teacher keeps her after school. This is an example of what?
55. This is a kind of observational learning in which one learns from the consequences of others' behaviors
56. This man applied Pavlov's theory of classical conditioning to human behavior
57. Attention, retention, reproduction, and motivation are included in Bandura's process of what?
58. Explain generalization and discrimination as they apply to Behaviorism
59. What was the conditioned stimulus in Pavlov's experiment with the dogs?
60. What are the two major types of conditioning we talked about?
61. Technically speaking, how do you know if something is a punisher or a reinforcer?
62. What is the difference between modeling and vicarious learning?

63. How do definitions of learning differ between cognitive and behavioral theories?
 64. A program that requires following a series of steps that proceed from the observation of the behavior through program implementation to program evaluation
 65. Define baseline data
 66. Name two major purposes of teaching applied behavior analysis in this class
 67. What is the general philosophy for classroom intervention to deal with behavior problems
 68. We talked about setting events, rules, and room arrangement as examples of these
 69. What are some suggestions for the appropriate use of reinforcement?
- REVIEW USE OF REWARDS AND USE OF REINFORCEMENT

Motivation

70. Name theorist behind Social Cognitive Theory who did the BoBo Doll experiment.
71. Rewards for learning that are not inherent in the material being learned. Rewards may range from praise to grades to recognition to prizes
72. Explain the difference between an entity and incremental theorist including what types of goals they adopt
73. Define self-efficacy
74. Name three tendencies of a highly efficacious person
75. Which types of goals lead one to be concerned with others' perceptions of one's ability
76. Incremental theorists typically chose these goals
77. Name three external factors that students may attribute their success or failure to
78. Name three ways to enhance intrinsic motivation
79. Name three recommendations for giving extrinsic rewards
80. This theorist devised a hierarchy of needs which holds that people need to satisfy basic deficiency needs before growth needs
81. Attribution theory is an explanation of motivation that focuses on how people explain the causes of their _____ and _____
82. Within attribution theory there are three dimensions for attributing success or failure including internal/external, stable/unstable
83. Explain what attribution theory is
84. 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

85. 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
 86. This word best describes the teacher's role within cooperative learning instruction
 87. This word best describes the role of the teacher within direct instruction
 88. This word best describes the role of the teacher within discovery learning
 89. The term that refers to a variety of ways of asking for brief student responses to lesson content
 90. 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?
 91. Name two advantages to discovery learning
 92. Define scaffolding
 93. 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
 94. Name two aspects of cooperative learning which increase the effectiveness of the lesson
 95. Which type of instruction is best for unfamiliar domains?
 96. Creativity and self-directedness is most emphasized by this type of instruction
- REVIEW CONSTRUCTIVISM

Answer Key:

1. educational psychology
2. if the results of a study are externally valid that means they are highly reflective of what also might be found in the "real world." If results are high in internal validity it means that you can confidently attribute your findings to your manipulations in the experiment because of the high degree of control that you had
3. correlational study
4. positive
5. negative
6. relationship
7. field experiment
8. working memory
9. episodic
10. interference
11. distributed practice
12. schema theory
13. elaboration
14. hard drive
15. innate capacity, mnemonics and strategies, background knowledge
16. how well the information was organized when it was encoded
17. package information to fit it through the working memory bottleneck
18. consumes less of our limited resources, less likely that info will decay, process info more quickly
19. metacognition
20. chunk information into meaningful patterns
21. mnemonics
22. we fill in the gaps
23. bottleneck, workbench, scratchpad, working memory
24. limited amount of space
25. episodic

26. information processing system
27. learn in depth, use mnemonics, build schemas, focus on organization, activity, and elaboration, learn in many contexts, be strategic about deliberate practice, block out interference
28. give many examples, first similar examples then diverse, point out essential features, explain circumstances when students might use their knowledge, teach students to reflect, teach something in many contexts
29. Describe a concept, give example, then redescribe
30. knowledge of cognition and regulation of cognition--knowing the extent of your knowledge and how to plan, monitor, and evaluate what you are doing
31. metacognitive monitoring
32. knowledge of cognition, regulation of cognition
33. regulation of cognition
34. declarative is knowing that/factual information; conditional is knowing when and where/knowledge of strategies
35. metacognition or executive system
36. basic strategies such as notetaking and underlining, comprehension monitoring, develop critical thinking
37. use many examples, concept maps/organizers, rule-example-rule, teach most familiar to least familiar, confront misconceptions
38. critical thinking
39. transfer
40. Ill-defined
41. Identify problem, represent problem, select strategy, implement strategy, evaluate results
42. Widely applicable strategy similar to a "rule-of-thumb"; trial and error, means end analysis, analogy, working backwards
43. classical conditioning
44. Law of Effect
45. operant conditioning
46. reinforcer
47. punishers

48. shaping
49. extinction
50. variable ratio
51. fixed interval
52. variable ratio
53. negative reinforcement
54. presentation punishment
55. vicarious learning
56. Watson
57. Modeling
58. when you generalize you extend your responses to stimuli that are similar; when you discriminate you recognize differences in stimuli
59. bell/tone
60. operant and classical
61. reinforcer will increase the frequency of a behavior; punisher will decrease frequency of a behavior
62. vicarious learning involves someone learning by watching another being punished or reinforced
63. 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
64. applied behavior analysis
65. initial data showing frequency of target behavior
66. work with school psychologists, process of systematically altering behavior
67. Use simplest intervention that will work/principle of least intervention
68. Antecedents
69. 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
70. Bandura
71. extrinsic incentives

72. 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
73. judgment of one's ability to perform a task within a specific domain
74. become less frustrated, more likely to engage in difficult task, more persistence
75. performance goals
76. mastery/learning
77. luck, test difficulty, character of the teacher, room conditions
78. maintain curiosity, give choices, use a variety of presentation modes, have students set goals
79. make informational, unexpected, avoid tangible rewards for something the student already likes, require a standard to be met
80. Maslow
81. successes and failures
82. controllable/not controllable
83. the study of what factors individuals attribute as being the cause of their successes and failures
84. self-regulated
85. direct instruction
86. mentor, collaborators
87. organizer, expert
88. facilitator
89. learning probe
90. wait time
91. arouses curiosity, encourages independent problem solving, increases critical thinking skills
92. assistance within the zone of prox. development from more capable peer or adult
93. jigsaw
94. individual accountability, structure, team goals and recognition, equal opportunity for success
95. direct
96. discovery

