

Educational Psychology (EDP304)

Midterm 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

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