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*Test Bank*  
*for*  
**Educational Psychology**  
**Developing Learners**

**Ninth Edition**

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**PEARSON**

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## OVERVIEW OF TEST ITEMS

This test bank provides multiple-choice and essay questions for Chapters 1–15 and Appendices A and B of the textbook. It also includes a set of *multi-chapter* items that encompass material from two or more textbook chapters simultaneously.

The items have been developed with numerous possible instructional objectives in mind. They are categorized to reflect one of two difficulty levels. **Level 1 Items**, designated by a single dot (•) in the left margin, are lower-level questions that assess *knowledge* or *comprehension* of material presented in the text. **Level 2 Items**, designated by double dots (••) in the left margin, are higher-level questions that assess *application* or *analysis* of material presented in the text.

Please consider the objectives and goals you have for your course and select items that best match those objectives and goals. The cognitive processes students employ in studying academic subject matter depend, in part, on the ways in which they expect to be assessed. If they know they will need to apply concepts and principles to actual classroom situations, they will be more likely to *think about* applications as they study for their exams—and such elaborative, application-oriented cognitive processing should almost certainly enable them to make better use of educational psychology in the years to come.

### 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. You may want to consider allowing them to write “defenses” on the back of the exam or answer sheet; in our 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 want to provide additional structure for responses—for example, by specifying minimum or maximum response lengths or describing your grading criteria. You may want to tell students that you 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.

### Guidelines for Scoring Tests

Scoring criteria are provided for each item. Scoring responses to the multiple-choice questions should be relatively simple. If you allow students to defend their choices in the margins, you will have some subjective judgments to make about the appropriateness of their reasoning behind what are otherwise incorrect choices. Scoring responses to the essay questions will naturally be more difficult and time-consuming, but the scoring criteria for each question should help you score them consistently and reliably.

## Chapter 1

### TEACHING AND EDUCATIONAL PSYCHOLOGY

CHAPTER OUTCOMES	RELEVANT TEST BANK ITEMS
1.1 Explain the importance of research in classroom decision making.	Multiple Choice 1–4
1.2 Draw appropriate conclusions from different types of research studies.	Multiple Choice 5–27 Essay 36–37
1.3 Describe several strategies for collecting information about your own students.	Multiple Choice 28–31
1.4 Plan long-term strategies for gaining expertise as a teacher.	Multiple Choice 32–34
1.5 Use effective strategies when you read and study.	Multiple Choice 35

## Multiple-Choice Questions

- 1. Considering the research findings described in the textbook, only *one* of the following is a true statement. Which one is true?
  - a. Repeating something over and over is usually the most effective way to learn it.
  - b. Girls have a noticeable advantage over boys on verbal tasks.
  - c. For optimal performance, students should never feel the least bit anxious in the classroom.
  - d. Students often study differently for different kinds of classroom assessments.
  
- 2. Considering the research findings described in the textbook, only *one* of the following is a true statement. Which one is true?
  - a. Most experts discourage teachers from having children tutor one another.
  - b. Mathematics is almost exclusively a left-brain activity; music is largely a right-brain activity.
  - c. Students who see a classmate rewarded for doing something may engage in the same behavior themselves.
  - d. Students are usually the best judges of what they do and do not know.
  
- 3. Which one of the following is the best example of *elaboration*?
  - a. Rosie repeats the spelling of each word several times the night before her spelling test.
  - b. Melissa makes up stories to help her remember the various species she studies in biology.
  - c. Logan copies a friend's answers to last night's homework assignment.
  - d. Sharon automatically knows how to study effectively for an upcoming history test.
  
- 4. Which one of the following teaching practices is *definitely* an example of *evidence-based practice*?
  - a. A kindergarten teacher asks students to bring something from home that begins with the letter B.
  - b. A fourth-grade teacher uses a reading program that research has shown to be effective for fourth graders.
  - c. A seventh-grade science teacher asks students to conduct experiments in which they must determine which one of several variables makes a pendulum swing fast or more slowly.
  - d. A high school art teacher encourages students to choose a medium (e.g., clay, watercolor paints) that they can best use to express themselves.

- 5. Which one of the following is the best example of *qualitative* research?
  - a. Comparing average achievement test scores for students at three different schools
  - b. Finding out how long it takes 6-year-olds to assemble challenging picture puzzles
  - c. Interviewing middle school students about cliques at their school
  - d. Looking at school attendance records to identify potential school dropouts
  
- 6. Which one of the following conclusions could be drawn from a *descriptive* study?
  - a. Approximately 80% of the students at Southside High School are planning to go to college.
  - b. Students are more likely to appreciate classical music if they are exposed to it on a regular basis.
  - c. Concrete experiences help students understand abstract ideas better.
  - d. Students do better in school when they have warm, supportive relationships with their teachers.
  
- 7. A study that tells us whether two variables are associated, but does *not* tell us if one variable causes or influences the other, is:
  - a. a correlational study.
  - b. a descriptive study.
  - c. an experimental study without a control group.
  - d. an experimental study with one or more control groups.
  
- 8. Which of the following statements about educational research is *true*?
  - a. Experimental research can be conducted only in the laboratory under somewhat artificial conditions.
  - b. Descriptive research gives us the most information for making decisions about teaching practice.
  - c. Experimental research allows us to draw cause-and-effect conclusions.
  - d. Correlational research is more difficult and time-consuming than experimental research.
  
- 9. Experimental research requires which one of the following?
  - a. Manipulating an aspect of the environment
  - b. Being able to predict two or more variables
  - c. Studying behavior in an actual classroom environment
  - d. Describing every variable in the study in considerable detail

- 10. In general, experimental studies have which one of the following advantages over descriptive and correlational studies?
  - a. Only experimental studies allow us to be specific about our teaching objectives.
  - b. Only experimental studies allow us to identify the possible factors influencing behavior.
  - c. Only experimental studies allow us to analyze data statistically and therefore arrive at precise results.
  - d. Only experimental studies enable us to draw accurate conclusions.
  
- 11. A research study finds that students who weigh more do better in school. Which one of the following is an appropriate deduction from this information?
  - a. Parents should feed their children as much as possible.
  - b. The school cafeteria should decrease the fat content of the food it serves.
  - c. On average, students who eat more do better in school.
  - d. There is a correlation between weight and classroom performance.
  
- 12. A researcher is interested in the possible effect of teacher–student ratios on students’ learning. She finds 10 fifth-grade classrooms with 30–40 students per class and 10 others with 15–25 students per class. She discovers that there is a correlation between class size and student achievement. Which one of the following conclusions can we draw from this study?
  - a. Class size can help us predict school achievement.
  - b. Classes should be as large as is reasonably possible.
  - c. Classes should be as small as is reasonably possible.
  - d. The researcher has conducted a descriptive study.
  
- 13. Which one of the following conclusions can be drawn *only* from an *experimental* study?
  - a. Boys are more likely to show aggressive behavior than girls.
  - b. Children grow taller as they get older.
  - c. Drugs administered during childbirth affect a child’s early development.
  - d. Children’s muscular coordination improves as they grow older.
  
- 14. Imagine you are an educational researcher who wants to learn about the type of psychological atmosphere in which middle school students feel most comfortable and best able to concentrate on their studies. You plan to look at a wide variety of factors that might contribute to such an atmosphere—both physical factors (e.g., cleanliness and colorfulness of the school building) and social factors—(e.g., teacher–student relationships, general tolerance for diverse behaviors and beliefs). You realize that students might identify important factors that you yourself haven’t even thought of. In this situation, your best choice would probably be:



- a. A descriptive, quantitative study
  - b. An experimental study with at least three treatment groups
  - c. An experimental study with one treatment group and one control group
  - d. A qualitative study
- 15. Mr. Jacobs wants to find out whether a new program for teaching physical education promotes students' physical development. He gives his students a number of tests before they begin the program (pretests) and the same tests again after they have been in the program for eight months (posttests). He finds that the students' posttest scores are higher than their pretest scores and so concludes that the program is effective. What is *definitely* wrong with Mr. Jacobs' conclusion?
    - a. Eight months is too short a time for such a program to have a long-term effect.
    - b. There are other possible explanations for his results.
    - c. Tests are not a good measure of physical development.
    - d. The posttests should always be different from the pretests.
- 16. Dr. Kenney conducts a study in which she gives some students (chosen randomly) logically organized learning material; she gives other students the same material presented in a haphazard, unpredictable sequence. She finds that students with the organized material remember more. This study can best be described as:
    - a. A descriptive study
    - b. A theoretical study
    - c. An experimental study
    - d. A correlational study
- 17. A French teacher reads an article about how visual imagery (i.e., "picturing" things in one's mind) can be used to help students learn French vocabulary words. To find out if visual imagery is more effective than verbal repetition in learning vocabulary words, she develops two different study guides for her students—one that tells students how to use visual imagery to learn French words, and one that tells them just to repeat the words over and over again—and randomly distributes the two study guides to her students. Over the next few weeks, the teacher finds that students using visual imagery study guides achieve higher average quiz scores. She concludes that the study guides describing the visual imagery technique help her students learn their French vocabulary words. Is the teacher's conclusion valid?
    - a. No, because she used random assignment.
    - b. No, because her experiment wasn't conducted in a laboratory.
    - c. Yes, because her students probably all had similar IQ scores.
    - d. Yes, because she was able to manipulate a variable in the environment.

- 18. Mr. Jones, a physical education teacher, notices that some of his students are better basketball players than others. He wonders if having a basketball net at home fosters the development of basketball skills. He gives his students a short survey that asks them if they have a basketball net at home. Sure enough, Mr. Jones finds that the better basketball players are more likely to have a net at home. He concludes that having a basketball net at home facilitates the development of basketball skills. Is his conclusion appropriate?
  - a. No, because he didn't conduct an experimental study.
  - b. No, because his study wasn't conducted in a scientific laboratory.
  - c. Yes, provided that his students responded truthfully to the survey.
  - d. Yes, because he used random assignment.
  
- 19. Dr. Lesgold finds that students in private schools perform better on achievement tests than do students in public schools. He can conclude that:
  - a. The difference is probably due to differences in family income.
  - b. The difference is probably due to the fact that private schools have smaller classes.
  - c. The difference is probably due to the fact that private schools are more likely to "teach to the test."
  - d. Students' achievement test scores can be predicted to some extent by the kind of school they attend.
  
- 20. Judging from the textbook's discussion of educational research, which one of the following would be the best course of action for teachers to take?
  - a. Teachers shouldn't take research findings very seriously, because there are too many "holes" in what we know from research.
  - b. Teachers should focus on research that relates to a single theoretical perspective (such as Piaget's theory or information processing theory).
  - c. Teachers can use findings from educational research to guide their classroom decision making.
  - d. Teachers should always go with their common sense and "gut" feelings about how to teach, regardless of any research findings to the contrary.
  
- 21. A researcher is interested in examining students' understanding and recall of texts. She gives students a series of texts to read (either essays or stories matched on critical variables such as length and grade level and presented randomly) and trains assistants to score and count up the exact number of correct "idea units" (or unique phrases) students recall from each text. The researcher also interviews students after they have read each text to examine their thoughts on why each was easy or difficult to understand. The researcher records students' responses and trains assistants to examine students' answers for different themes. The researcher's study would fit *best* into the category of:

- a. a mixed-methods study.
  - b. a quasi-experimental study.
  - c. a qualitative study.
  - d. a quantitative study.
- 22. A distinguishing feature of a *mixed-methods study* is that it:
  - a. involves manipulating variables of interest but not controlling additional variables that might affect results.
  - b. allows a researcher to collect both quantitative and qualitative data.
  - c. allows a researcher to determine correlation but not causation.
  - d. requires an original study as well as an action plan based on research findings.
- 23. A high school principal decides to conduct a study in which she examines two chemistry classes in her high school. Her goal is to explore the effectiveness of two different instructional techniques she has become acquainted with and she will determine effectiveness through course grades. One class is taught by Ms. Howes, who will be using an instructional technique called "Chemistry Applications." The other class is taught by Ms. Moore, who will be using an instructional technique called "Chemistry In the Real World." What type of study is the principal planning on conducting?
  - a. A mixed-methods study
  - b. A correlational study
  - c. A quasi-experimental study
  - d. A descriptive study
- 24. A distinguishing feature of a *quasi-experimental study* is that it:
  - a. Involves manipulating variables of interest but not controlling additional variables that might affect results
  - b. Allows a researcher to collect quantitative but not qualitative data
  - c. Allows a researcher to determine correlation as well as causation
  - d. Requires an original study as well as an action plan based on research findings
- 25. In educational psychology, a *theory* can best be characterized as:
  - a. A description of the results of a particular research study
  - b. An explanation of how and why learning or development occurs
  - c. An objective measure of how a person behaves in a particular situation
  - d. A statement that describes how a particular variable affects learning or development

- 26. Which one of the following statements is most accurate regarding psychological theories?
  - a. Theories have been proven to be true.
  - b. Theories are continually modified as new data emerge.
  - c. Any single theory can be used to explain virtually every aspect of human behavior.
  - d. Theories will eventually be replaced by physiological (brain-based) explanations of behavior.
- 27. A key difference between principles and theories is that:
  - a. Principles tend to be fairly stable over time, whereas theories are expanded and modified based on new research.
  - b. Principles provide possible explanations for learning or development, whereas theories simply identify important factors.
  - c. Principles can be applied to a variety of different situations, whereas theories are specific to only one phenomenon.
  - d. Principles are based on data, whereas theories are based on intuitions.
- 28. As the textbook points out, assessment in the classroom can take a variety of forms. Three of the following are examples of assessment in the classroom. Which one definitely does *not*, in and of itself, illustrate *assessment*?
  - a. A teacher decides to use a new approach to teach science this year.
  - b. A teacher observes that Lani rarely interacts with her classmates during recess.
  - c. A teacher sees her students growing increasingly restless during a lengthy lecture.
  - d. A teacher asks students to write an essay describing the pros and cons of a free enterprise system.
- 29. Judging from the textbook's discussion of assessment, we can best think of classroom assessment practices as mechanisms and procedures that:
  - a. Give us hard, indisputable facts that we can use to assign grades
  - b. Enable us to form tentative hypotheses about what students know and can do
  - c. Are most likely to be accurate when they take the form of paper-pencil tests
  - d. Allow us to draw conclusions about how students' motives and personality traits affect their classroom performance
- 30. Which one of the following is the best example of *action research*?
  - a. A teacher gives her students a questionnaire that asks them to describe how often they study and what kinds of strategies they use when they study. She will use the results to develop several lessons on effective study skills.

- b. A graduate student quietly observes adolescents' behaviors in the school cafeteria. He plans to describe his observations in his master's thesis.
  - c. A college professor recruits sixth graders to come to his lab, where she assesses their responses and reaction times in a variety of challenging problem-solving tasks. Her results will help her refine the theory of problem solving she has been developing.
  - d. All of the school districts in a particular state are instructed to give the same mathematics achievement test to their high school juniors. The average test scores for each district will be presented in a report that will be released to the general public.
- 31. Which one of the following alternatives best illustrates *action research*?
    - a. A university professor and two of her graduate students conduct systematic observations of kindergarten's turn-taking behaviors on the playground.
    - b. A middle school math teacher gives his students quizzes every Friday because he knows that frequent quizzes will encourage students to study regularly.
    - c. After a first-grade teacher completes a research project for her master's thesis, she presents her findings at a national teaching conference.
    - d. A high school principal conducts a survey to find out what kinds of after-school activities students would most like to have available at their school.
  - 32. As a beginning teacher, you may sometimes find yourself overwhelmed by the many decisions you will have to make on a daily basis. The situation will improve over time, however, because:
    - a. Fellow teachers are usually more helpful and supportive later in the school year, after they've gotten to know you better.
    - b. Most students know that they should behave when they have an older and more experienced teacher.
    - c. As you gain experience, you will be able to make some classroom decisions more quickly and easily.
    - d. Children are typically more calm and cooperative during the winter months than they are in the fall.
  - 33. Which one of the following is the best example of a teacher's *pedagogical content knowledge*?
    - a. Knowing what researchers have discovered about the effectiveness of discovery learning approaches to instruction
    - b. Knowing several effective ways to teach students about negative numbers
    - c. Making a reasonable guess as to why a particular student misbehaves just before lunch time every day
    - d. Understanding why water expands when it freezes

- 34. Which one of the following high school teachers clearly has high *self-efficacy* about his or her teaching?
  - a. Mr. Abbot thinks that teaching is simply a matter of reading textbook passages aloud to his history class.
  - b. Ms. Bouthot has a hypothesis about why some students in her English class rarely turn in their assignments.
  - c. Ms. Crosby insists that students complete their math homework using a particular format.
  - d. Mr. Driver is confident that he can get even seemingly “unmotivated” students excited about science.
  
- 35. The textbook offers several suggestions for studying a textbook effectively. Which one of the following is *not* necessarily recommended?
  - a. Take detailed notes on the book’s content.
  - b. Draw inferences from the things you read.
  - c. Relate new ideas to things you already know.
  - d. Occasionally stop and check to make sure you understand.

### **Essay Questions**

- 36. A psychologist conducts a research study and finds that children who have been regularly abused at home have more difficulty in school than nonabused children.
  - a. Is this a descriptive, correlational, or experimental study? Justify your choice.
  - b. Based on the study, the psychologist draws the conclusion that an abusive home life leads to poorer school performance in school. Is this conclusion justified? Why or why not?
  
- 37. Dr. Carey gives a variety of achievement and aptitude tests to 1000 ten-year-old children from Southside Elementary School and 1000 ten-year-old children from Northside Elementary School. On average, the Southside students perform better on the tests than the Northside students. Dr. Carey concludes that teachers at Southside are superior to those at Northside. Is this conclusion warranted? Why or why not?

## Chapter 2

### COGNITIVE AND LINGUISTIC DEVELOPMENT

<b>CHAPTER OUTCOMES</b>	<b>RELEVANT TEST BANK ITEMS</b>
2.1 Describe four principles portraying the general nature of child development and the interactive roles of heredity and environment in guiding it.	Multiple Choice 1–6
2.2 Explain how the brain and its development influence children’s thinking and learning.	Multiple Choice 7–14 Essay 85
2.3 Apply Piaget’s theory of cognitive development to classroom practice.	Multiple Choice 15–45 Essay 86–88
2.4 Apply Vygotsky’s theory of cognitive development to classroom practice.	Multiple Choice 46–69 Essay 89–91
2.5 Describe developmental changes in language during the school years, and explain how you might adapt instruction to children with diverse linguistic abilities and needs.	Multiple Choice 70–84 Essay 92

## Multiple-Choice Questions

- 1. Most developmental theorists agree that:
  - a. Development occurs at a smooth, constant rate throughout childhood and early adolescence; it begins to slow down in the high school years.
  - b. Developmental milestones appear in a consistent sequence for most children.
  - c. Physical development occurs in a predictable sequence, but cognitive development does not.
  - d. Cognitive development occurs in a predictable sequence, but physical development does not.
  
- 2. Which one of the following statements best illustrates a *universal* in development as developmentalists define the term?
  - a. Piaget proposed that formal operational thought is characterized by an ability to think abstractly about a wide variety of topics.
  - b. Contemporary theorists have derived the concept of *cognitive apprenticeship* from Vygotsky's theory of development.
  - c. Young children show similar patterns in their language development regardless of the specific language that they learn.
  - d. Piaget neglected to consider the influence of prior knowledge and experience on children's ability to think logically.
  
- 3. Which one of the following statements reflects what developmentalists mean by the term *maturation*?
  - a. Developmental changes that are controlled largely by heredity
  - b. Changes related specifically to children's physical development
  - c. Changes related specifically to children's emotional development
  - d. Changes that reflect increasingly appropriate social behavior
  
- 4. Which of the following is *not* true regarding the role of the environment in Bronfenbrenner's theory?
  - a. There are several levels of environment and each level exerts a significant impact on children's development.
  - b. The broadest levels of the environment (such as states, provinces, or countries) exert the most influence on children's development.
  - c. A child's culture can influence all levels of the environment.
  - d. Children's environments are dynamic systems encompassing variables that not only influence each other but are in a state of constant flux or change.
  
- 5. Emily's mother is a doctor. According to bioecological systems theory, the hospital and the people she works with all have some influence on Emily's development and are part of Emily's:
  - a. exosystem.



- b. mesosystem.
  - c. microsystem.
  - d. macrosystem.
- 6. Four-year-old Marc has two best friends — one from his preschool and one from his neighborhood. The two best friends don't know each other, but both have some influence on how Marc develops. According to bioecological systems theory, these two friends are part of Marc's:
  - a. microsystems.
  - b. macrosystem.
  - c. exosystem.
  - d. mesosystem.
- 7. A *sensitive period* in development can best be described as:
  - a. a stage of development in which children display unpredictable (and often inappropriate) emotional responses.
  - b. a period during children's cognitive development in which they are highly distractible and so are frequently off-task in the classroom.
  - c. an approach to teaching or parenting that takes a child's developmental level into account.
  - d. an age range during which environmental conditions are most likely to have an effect on a particular aspect of a child's development.
- 8. Which one of the following best describes how neurons transmit messages to one another?
  - a. By stimulating the flow of blood in nearby blood vessels
  - b. By attaching themselves to the same terminal buttons
  - c. By fusing the axon of one with a dendrite of another
  - d. By sending chemical substances across a tiny gap between them
- 9. Which one of the following best describes our current knowledge about the brain and learning?
  - a. We know that learning is often associated with the formation of new synapses.
  - b. We know that the brain reaches adult levels of maturity at puberty, enabling young adolescents to think and learn as effectively as adults do.
  - c. We know that "left-brained" individuals are, on average, more effective learners than "right-brained" individuals.
  - d. We know that the cortexes of rapid learners are about 20% larger than the cortexes of slow learners.
- 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 home and school environments that provide only limited stimulation.
  - b. an adaptive process that allows children to deal more efficiently with typical tasks in 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. the result of the cortex's gradual takeover of responsibility for functions that have previously been controlled by other parts of the brain.
- 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. increasing dominance of one brain hemisphere over the other.
  - b. synaptogenesis.
  - c. myelination.
  - d. greater variety of neurotransmitters.
- 12. It is because of brain plasticity that:
  - a. individuals can be either left or right handed.
  - b. individuals are often able to remember something they thought they had forgotten.
  - c. individuals are able to learn new things at many different ages and in many different circumstances.
  - d. individuals are able to develop mastery with little effort.
- 13. Which example below is *not* a good example to show brain plasticity?
  - a. Mary had a stroke and, as a result, was unable to use her right arm. Her doctor and physical therapist devised a plan in which Mary's left or "good" arm was put in a sling so that she would not be able to use it. Over time Mary slowly regained the ability to use her right arm.
  - b. A senior citizen decides that she would like to learn to play the piano. She starts with weekly lessons at a very beginning level and within a couple of years demonstrates quite a bit of skill with her musical instrument of choice.
  - c. DeWayne has been riding horses since he was a youngster growing up on a west Texas farm. Even though he took some nasty falls during his lifetime, he still rides quite well.
  - d. A baby learns that her mom always returns home after daily walks. For this reason, the baby no longer cries when her mother leaves the house each day to take a walk.
- 14. Which type of cells can best be thought of as having a variety of specific functions that help provide support for neurons as well as general brain functioning?
  - a. Glial
  - b. Stem
  - c. Basal
  - d. Myelin

- 15. Mr. Remick asks 9-year-old Anne to divide a pitcher of lemonade equally between two glasses, one each for her and her friend Kate. The two glasses are different shapes, with Anne’s being tall and thin and Kate’s being short and wide. After Anne pours the lemonade, Mr. Remick says to her, “Look, the lemonade in your glass is higher than the lemonade in Kate’s glass. Did you give yourself more than you gave Kate?” “No,” Anne replies, “my glass is skinnier.” Mr. Remick continues to ask Anne questions to determine how well she understands that height compensates for width in this situation. Mr. Remick’s strategy can best be described as illustrating:
  - a. equilibration.
  - b. class inclusion.
  - c. formal operations.
  - d. the clinical method.
  
- 16. Which one of the following reflects *class inclusion* as Piaget described it?
  - a. Getting cows and horses confused
  - b. Identifying a shape as a square one day but as a triangle the next
  - c. Realizing that things that are cars can also be vehicles
  - d. Understanding that some behaviors that are perfectly acceptable at home are unacceptable at school
  
- 17. Five-year-old Becky is playing with blocks, stacking them one on top of another until her towers eventually tumble, and then stacking them again. Which one of the following best reflects Piaget’s view of how Becky is probably learning in this situation?
  - a. Because she is probably still in the sensorimotor stage, she will remember what she learns about the blocks only while the blocks are still in front of her.
  - b. She is absorbing information about how the environment behaves (e.g., “objects fall”) without consciously thinking about it.
  - c. She is actively thinking about and interpreting the results of her actions.
  - d. Because she builds one tower after another, she is obviously reinforced by watching her towers tumble down.
  
- 18. Which one of the following statements best describes Piaget’s view of how children acquire knowledge about the world?
  - a. Children are naturally disposed to think about their environment in particular ways; in a sense, some basic knowledge about the world is “pre-wired.”
  - b. Children actively construct their own view of the world from their experiences with the environment.

- c. Initially, children unconsciously develop a rather complex but confused view of the world; this view becomes simpler and more straightforward as time goes on.
  - d. Children repeatedly parrot their parents' and teachers' beliefs, eventually adopting these beliefs as their own knowledge.
- 19. In Piaget's theory, a *scheme* can best be described as:
  - a. a mental picture of oneself.
  - b. a lifestyle or family pattern.
  - c. an organized set of similar thoughts or actions.
  - d. a set of motor skills that children acquire during the preschool years.
- 20. Louis receives a new soccer ball and begins to dribble it in the same way he dribbles his basketball. His dribbling of the new ball reflects Piaget's concept of:
  - a. assimilation.
  - b. equilibration.
  - c. accommodation.
  - d. concrete operations.
- 21. Which one of the following is the best example of Piaget's concept of *assimilation*?
  - a. A kindergartner uses a white crayon instead of chalk to draw on the blackboard.
  - b. A third grader develops the necessary eye-hand coordination for writing letters.
  - c. A sixth grader moves to a different school and changes styles to fit the fashions.
  - d. An eighth grader is discouraged from using the word *awesome* to describe everything he sees.
- 22. Which one of the following best illustrates Piaget's concept of *accommodation*?
  - a. After Amanda solves a set of 10 addition problems carelessly and incorrectly, she is given 10 more problems to solve.
  - b. Betsy writes down her definition of a *mollusk*—something she learned word-for-word from her textbook.
  - c. Carol copies what her teacher writes on the chalkboard.
  - d. Donna revises her understanding of what clouds are like when she studies them in science.
- 23. Which one of the following teachers is *definitely* keeping in mind Piaget's idea that assimilation and accommodation are both necessary for learning and cognitive development to occur?