

## LEARNING OBJECTIVES

Educational Psychology - Slavin, Ninth Edition

Psychology 207

Mr. Conjar

### **Chapter 1: Educational Psychology - A Foundation for Teaching**

1. Define educational psychology and state its main purpose.
2. List characteristics of a good teacher.
3. Identify specific skills of intentional teachers.
4. Give examples of research findings in Educational Psychology that contribute to effective teaching.
5. Describe and identify the components of laboratory experiments, randomized field experiments and single-case experiments.
6. Define correlation and describe the difference between a correlational relationship and a cause/effect relationship.
7. Define descriptive research and action research and explain how they are different from experimental research.

### **Chapter 2: Theories of Development**

1. Distinguish between continuous and discontinuous theories of development.
2. Explain the following Piagetian concepts: schemes, assimilation, accommodation, and equilibration.
3. Describe the four stages of cognitive development proposed by Piaget, and the intellectual achievements and limitations of each.
4. Summarize the major criticisms of Piaget's theory.
5. Describe the theory proposed by Vygotsky and define private speech, zone of proximal development, and scaffolding.
6. Identify the principles of Erikson's theory and apply them to individuals in each stage of psychosocial development.

7. Explain the two stages of moral development proposed by Piaget.
8. Distinguish among the three levels of moral reasoning identified by Kohlberg.
9. Devise a moral dilemma and write pro and con answers based on each of the six stages of Kohlberg's theory of moral reasoning.
10. Explain how children's moral reasoning can be fostered in the classroom.

### **Chapter 3: Development During Early Childhood and Adolescence**

1. Describe the physical, cognitive and psychosocial characteristics of preschool children.
2. Explain the importance of play in early childhood and distinguish between the four types of play.
3. Describe alternative approaches to early childhood education and compare day-care center, nursery school, compensatory preschool, and kindergarten programs.
4. Summarize the evaluations of the Head Start program since its inception.
5. Trace the development of physical, cognitive and psychosocial abilities in elementary-age children.
6. Describe teaching methods that promote the development of self-esteem of students.
7. Explain the influence of peers on child development.
8. Summarize physical, cognitive, and psychosocial development during middle childhood.
9. Distinguish between the four identity statuses identified by Marcia.
10. Describe the physical, cognitive, and psychosocial changes that occur during adolescence.

11. Identify factors that place adolescents at risk.

#### **Chapter 4: Student Diversity**

1. Summarize research on the impact of culture on student learning.
2. Explain how low socioeconomic status may place students at risk for school failure.
3. Explain how differences in academic achievement among different racial and ethnic groups can be traced to long-term social and economic inequalities.
4. Discuss the impact of language differences on teaching and learning and evaluate different approaches to bilingual education.
5. Describe the rationale behind multicultural education and give examples of ways teachers can meet the goals of multicultural education in the classroom.
6. Discuss the impact of gender differences on school experiences and achievement and give examples of ways teachers can detect and avoid gender bias in the classroom.
7. Compare and contrast the different theories of intelligence and discuss the significance of debates about the origins of intelligence in relation to education.
8. Define the term learning style and give some examples.

#### **Chapter 5: Behavioral Theories of Learning**

1. Define learning and distinguish between learned behaviors and unlearned behaviors.
2. Summarize Pavlov's experiments and the process of classical conditioning.
3. Define the following terms: unconditioned stimulus, unconditioned response, neutral stimuli, and classically conditioned response.

4. Describe operant conditioning and give an example of how Skinner's model can be used to teach a rat or pigeon to perform a specific behavior.
5. Define the following terms and give an example of each: primary reinforcer, secondary reinforcer, positive reinforcer, and negative reinforcer.
6. Define the Premack principle.
7. Distinguish between intrinsic and extrinsic reinforcers.
8. Define the different types of punishment and summarize the guidelines and concerns regarding its use.
9. Explain the importance of the timing of consequences for behaviors.
10. Define shaping and extinction and explain how each would apply to a classroom situation.
11. Distinguish among the four schedules of reinforcement.
12. Distinguish between discrimination and generalization.
13. Outline the major principles of observational learning.

#### **Chapter 6: Information Processing and Cognitive Theories of Learning**

1. Define sensory register and explain its role in memory.
2. Define short-term or working memory.
3. Summarize what is known and theorized about long-term memory.
4. Summarize major research on information processing and identify factors that lead to forgetting and to retaining information.
5. Distinguish between episodic, semantic and procedural memory.
6. Describe levels-of-processing theory and dual code theory.
7. Define the primacy and recency effects.

8. Describe several ways in which memory strategies (mnemonics) can be directly taught to students for paired associate learning, serial learning and free recall learning.
9. Distinguish between rote and meaningful learning.
10. Explain schema theory and develop a simple chart based on connected concepts to illustrate.
11. Identify and define the metacognitive skills and explain how to teach self-questioning strategies to students as an example of how metacognitive skills can be directly taught.
12. List key study strategies and summarize research on the effectiveness of each.
13. Define "cognitive teaching" and give examples of classroom strategies teachers can use to make learning relevant to students' prior experience.

#### **Chapter 7: The Effective Lesson**

1. Define direct instruction.
2. Describe and illustrate the steps and strategies used in presenting a direct instruction lesson.
3. Devise a basic direct instruction lesson plan that includes the seven parts listed in the text.
4. Using a subject area and grade level example, illustrate how to teach a concept for acquisition and transfer of learning.
5. Summarize guidelines for discussions used in instruction.

#### **Chapter 8: Student-Centered and Constructivist Approaches to Instruction**

1. Describe the constructivist revolution in education and illustrate its basic principles.
2. Define Top-Down Processing and describe constructivist methods of teaching such as cooperative learning and discovery learning.

3. Identify some benefits of cooperative learning and describe the use of Student Teams Achievement Divisions in the classroom.
4. Outline key strategies for problem solving.
5. Using a subject area and grade level example, illustrate how to teach problem solving and critical thinking.

#### **Chapter 9: Accommodating Instruction to Meet Individual Needs**

1. Give several reasons why effective instruction involves more than giving good lessons, and outline Carroll's model.
2. Describe the components of Slavin's QAIT model of effective instruction.
3. Compare between-class ability grouping and within-class ability grouping in terms of advantages, disadvantages, and appropriate use.
4. Define mastery learning.
5. Outline the steps of the mastery learning model in an educational setting.
6. Summarize research on the effectiveness of various individualized instruction programs.
7. Explain the benefits and limitations of computer-based instruction.
8. Explain what is meant by at-risk students and describe and evaluate compensatory, early intervention, and prevention programs that serve students at-risk.

#### **Chapter 10: Motivating Students to Learn**

1. Define the term "motivation" as it applies to education.
2. Compare and contrast the behavioral and Maslow's human needs view of motivation.
3. Define self-actualization.

4. Describe attribution theory and locus of control theory and explain why they are important concepts for teachers to understand.
5. Explain the relationship between expectancy theory and achievement motivation in school.
6. Distinguish between learning and performance goals.
7. Explain several methods that can be employed to maintain a high level of motivation and achievement in students.
8. Describe teacher strategies for rewarding performance, effort and improvement.

### **Chapter 11: Effective Learning Environments**

1. Distinguish between allocated time and engaged time, and summarize strategies for using time effectively.
2. Apply elements of teacher planning and classroom organization that help prevent discipline problems.
3. Define the following terms: accountability, group alerting, withitness, and overlapping.
4. Summarize guidelines for establishing class rules.
5. Explain the rationale behind the principle of least intervention in classroom discipline and explain the steps for dealing with minor misbehavior.
6. According to behavior learning theory, explain the causes of misbehavior and ways to stop it.
7. Set up an applied behavior analysis program for a specific target behavior of your choice.
8. Define, with some elaboration, the concept of "time out."
9. Discuss and evaluate alternative preventions and interventions against serious school discipline problems.

## **Chapter 12: Learners with Exceptionalities**

1. Explain what is meant by exceptional students, distinguish the terms handicap and disability, and define what is meant by "People First" language.
2. Contrast classifications of mental retardation by the American Association on Mental Deficiency versus most school systems.
3. Distinguish mental retardation from learning disability.
4. List the characteristics of students with learning disabilities.
5. Construct a case-study description of a student who would be classified as having attention deficit disorder with hyperactivity. Include symptoms, methods of diagnosis and possible treatments.
6. Elaborate on the teacher's role in dealing with students who have speech/language, emotional/behavioral, or physical disorders.
7. State the characteristics of gifted and talented children and summarize both sides of the acceleration versus enrichment debate.
8. Describe the ramifications of public law 94-142 and IDEA.
9. Critically evaluate the concept and practice of inclusion.

## **Chapter 13: Assessing Student Learning**

1. Describe the components of instructional objectives.
2. Give examples of clear and unclear instructional objectives.
3. Perform a task analysis on a complex skill of your choice.
4. Identify the six levels of Bloom's taxonomy and develop a learning objective for each based on a topic of your choice.
5. Summarize research on the value of instructional objectives.
6. Explain the functions of evaluations as feedback, information and incentive.

7. Describe the procedure for developing a test using a table of specifications.
8. Summarize advantages and disadvantages of creating true/false, multiple-choice, completion, matching, essay and problem-solving test items.
9. Identify and give examples of alternative grading systems.

#### **Chapter 14: Standardized Tests**

1. Define standardized testing and explain how and why these tests are used.
2. Distinguish between aptitude tests and achievement tests, and give an example of each.
3. Define derived score.
4. Define the following terms: percentiles, grade-equivalent scores, standard scores, standard deviation, and normal distribution.
5. Explain why a fourth grader who scores a 7.4 grade equivalent might not be ready for seventh grade work.
6. Distinguish between validity, reliability, and test bias.