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Test Bank
For
Using Educational Psychology in Teaching
Eleventh Edition

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INRODUCTION: TO INSTRUCTORS

This test bank accompanies the eleventh edition of *Using Educational Psychology in Teaching*. The test bank is composed of multiple-choice and essay items, and providing you with a tool that you can use to increase your students' learning is our primary goal.

All the items are organized under the major headings of each chapter.

The items are written at two levels of difficulty. Items that require knowledge and recall of factual information are listed under the heading "Knowledge-Level Items," and higher-level items are placed under the heading "Higher-Level Items" for each major section of each chapter.

All multiple-choice items have one best answer, and feedback for the correct answer is included for all the higher-level items.

We realize that responding to higher-level items will require interpretation by your students. We have made every effort to make the items clear and unambiguous, and our goal in including the feedback is to provide explanations for the best answers in each case. You may also choose to share the information with your students as you discuss items on your quizzes and tests and provide feedback.

An explanation for suggested answers to all essay items is also included with the answers to the items in each chapter.

If you have any questions or comments, please don't hesitate to contact us. The quickest way to reach us is at the following email addresses: peggen@comcast.net, and don.kauchak@gmail.com.

We wish you the very best in your teaching.

Paul
Don

CHAPTER ONE

EDUCATIONAL PSYCHOLOGY: UNDERSTANDING LEARNING AND TEACHING

Expert Teaching and Student Learning

Knowledge-Level Items

1. Of the following factors, which contributes most to students' learning and development?
 - a. The curriculum that students follow
 - b. The size of the classes students are in
 - c. The students' school facilities and extracurricular activities
 - d. The students' teachers

2. A person who is highly knowledgeable or skilled in a particular domain, such as physics, anesthesiology, or teaching is best describes as a(n):
 - a. professional.
 - b. expert.
 - c. scholar.
 - d. technician.

3. People's professional knowledge and skills, social abilities, and personality attributes that contribute to a nation's cultural and economic advancement, best describes:
 - a. effective teaching.
 - b. expert teaching.
 - c. human capital.
 - d. human learning.

4. Which of the following best describes expert teaching?
 - a. Some people are natural teachers, and others are not. It is very difficult to acquire the skills needed to be an expert teacher without a great deal of natural ability.
 - b. Some teachers possess more natural ability than others, but expertise can be acquired through study and practice.
 - c. Expertise in teaching is acquired largely through experience in classrooms.
 - d. Expert teaching in elementary schools is acquired through study and practice, but expert teaching in middle and secondary schools largely depends on teachers' knowledge of content.

Higher-Level Items

5. An elementary school decides to experiment with two different curriculum approaches to language arts. The first focuses on a whole language approach, and the second focuses on word-attack skills, such as phonics.
If the schools' results are consistent with patterns identified by research, which of the following is the most likely outcome?
 - a. The whole-language approach will result in more student learning than will the approach emphasizing phonics in all the elementary grades.
 - b. The approach emphasizing phonics will result in more student learning than will the approach emphasizing whole language in all the elementary grades.
 - c. The approach emphasizing phonics will result in more student learning in the lower elementary grades, but the approach emphasizing whole language will result in more learning in the upper elementary grades.
 - d. The effectiveness of either approach depends on the knowledge and skills of the teacher implementing the program; one is not necessarily better than the other.

6. Research has identified a number of positive outcomes for students taught by expert teachers compared to students taught by teachers with less expertise. Which of the following is *not* one of those best describes the outcome for students taught by expert teachers compared to students taught by teachers with less expertise?
 - a. Students taught by expert teachers are less likely to have children out of wedlock than are students taught by teachers with less expertise.
 - b. Students taught by expert teachers are likely to earn higher salaries than are students taught by teachers with less expertise.
 - c. Students taught by expert teachers are more likely to come to school socially mature than are students taught by teachers with less expertise.
 - d. Students taught by expert teachers are more likely to attend college than are students taught by teachers with less expertise.

7. Of the following, which statement most accurately describes the difference between expert teachers and their colleagues with less expertise?
 - a. Expert teachers possess more professional knowledge and skills than do their colleagues with less expertise.
 - b. Expert teachers have more experience than their colleagues with less expertise.
 - c. Expert teachers care about their students more than their colleagues with less expertise.
 - d. Expert teachers have degrees in specific fields, such as math or English, whereas less expert teachers do not have comparable degrees.

Essay Items

8. Describe the difference between expert teachers and teachers with less expertise
9. A number of differences exist between a “good” school and a school that is less good. However, one difference is be more important than any other. What is this difference?

Educational Psychology, Expert Teaching, and Professional Knowledge
Knowledge-Level Items

10. The body of information and skills that is unique to an area of study, such as law, medicine, or teaching is best described as:
 - a. professional knowledge.
 - b. expert knowledge.
 - c. background knowledge.
 - d. formal knowledge.
11. Of the following, which description is most characteristic of beginning teachers?
 - a. They are realistic, sometimes even pessimistic, about the extent to which they’ll be able to help young people from disadvantaged backgrounds.
 - b. They believe that they will be more effective than teachers now in the field.
 - c. They are unsure of their commitment to teaching.
 - d. They go into teaching for material rewards.
12. Research indicates that effective teaching requires four kinds of professional knowledge. They include:
 - a. knowledge of content, general pedagogical knowledge, knowledge of learners and learning, and knowledge of human relations.
 - b. knowledge of content, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and learning.
 - c. pedagogical content knowledge, general pedagogical knowledge, knowledge of learners and learning, and knowledge of human relations.
 - d. knowledge of teaching skills, knowledge of learning styles, knowledge of student learning, and knowledge of content.
13. Teacher abilities such as questioning and the ability to organize a classroom so it functions smoothly would best be described as:
 - a. knowledge of content.
 - b. pedagogical content knowledge.
 - c. general pedagogical knowledge.
 - d. knowledge of learners and learning.
14. The ability to find or create examples of topics so that the topics are meaningful to learners is best described as:
 - a. knowledge of content.

- b. pedagogical content knowledge.
 - c. general pedagogical knowledge.
 - d. knowledge of learners and learning.
15. “You can’t teach what you don’t know” is a commonly stated maxim in teaching. Of the following, it most nearly describes:
- a. knowledge of content.
 - b. pedagogical content knowledge.
 - c. general pedagogical knowledge.
 - d. knowledge of learners and learning.
16. Reflective practice is defined as:
- a. the spontaneous problem-solving effective teachers employ.
 - b. the confidence to communicate with parents, other teachers, and administrators.
 - c. the process of conducting a critical self-examination of one’s practice and thinking.
 - d. the accumulation of day to day interactions that engaged teachers use when working with struggling learners.

Higher-Level Items

17. Look at the following statement:
Research recognizes that students do not passively receive information from teachers (like tape recorders), but instead construct their own knowledge of the topics they study as they attempt to make sense of the information.
You understand this statement and prepare and deliver your instruction with this idea in mind. Your understanding most closely relates to:
- a. knowledge of content.
 - b. pedagogical content knowledge.
 - c. general pedagogical knowledge.
 - d. knowledge of learners and learning.
18. Hector is a middle school earth science teacher. He knows his students have difficulty understanding the geology of different land forms in our country. Knowing this, he has gone to the Internet and found a number of colored pictures of young mountains, mature mountains, young rivers, old rivers, and the same for plateaus. Recognizing that his students have difficulty with this concept and finding a way to better assist their learning, best illustrates Hector’s:
- a. domain-specific prior knowledge.
 - b. general pedagogical knowledge.
 - c. general prior knowledge.
 - d. pedagogical content knowledge.

19. Gretchen wants to strengthen her American literature instruction during the next school year, so she enrolls in a master's-level course that focuses on American classics, such as *The Scarlet Letter* and *To Kill a Mockingbird*. By enrolling in this course Gretchen is illustrating her desire to increase her:
- knowledge of content.
 - general pedagogical knowledge.
 - general prior knowledge.
 - pedagogical content knowledge.
20. After studying educational psychology, Jeff Curry understands that the thinking of his high school students is concrete, e.g., they are able to understand abstract concepts like *density*, *nationalism*, or *symbolism*, for examples, only after seeing concrete illustrations of them. Without these illustrations, they attempt to memorize formulas or definitions that have little meaning for them.
- Of the following, the teacher's understanding would best be described as:
- knowledge of learners and learning.
 - knowledge of content.
 - pedagogical content knowledge.
 - general pedagogical knowledge.

Use the following information for items 21 and 22.

April Jackson's students have difficulty understanding the concept *pressure*, tending to equate it with *force*. To try to help her students understand the difference, she stands with both feet on the floor and then stands with one foot on the floor. She then helps the students understand that the amount of force she exerts on the floor is the same on either one foot or both feet, but she exerts twice as much pressure on one foot, because the force is on a smaller area.

21. Her ability to represent the concept *pressure* in this way best illustrates her:
- knowledge of content.
 - pedagogical content knowledge.
 - general pedagogical knowledge.
 - knowledge of learners and learning.
22. The way April represented her content—standing on one foot and then standing on two feet to show the students the difference between *force* and *pressure* is best described as a(n):
- simulation.
 - model.
 - case study.
 - example.

Use the following information for Items 23–26.

Kathy Krudwig, an educational psychology instructor, wants her students to understand the importance of teacher questioning as a means of involving students. She read a research study in which one group of teachers was trained to call on all their students as equally as possible, another group of comparable teachers received no training, and the results indicated that the trained teachers' students achieved significantly higher than the other teachers' students.

She knows, however, that simply telling her students to ask many questions will be less effective than showing them something concrete, so she writes the following vignette and displays it on the document camera in her classroom.

Mrs. Myers was having a difficult time getting her students to respond. She tried various high-interest activities, but they remained apathetic.

Finally, she tried a direct approach. She told them that she was going to call on each of them whether or not they had their hand up. She reminded them that she was there to help them if they had trouble answering.

At first the process was very difficult, and she was exhausted at the end of the day, but within a week, the attention level and involvement of her students had increased significantly.

Kathy also “practices what she preaches” by calling on all of her students as equally as possible.

23. Of the following, the form of content representation best illustrated by the vignette Kathy displayed is best described as:
 - a. an example.
 - b. a case study.
 - c. a simulation.
 - d. a model.

24. We see that Kathy understood that “simply telling her students to ask many questions will be less effective than showing them something concrete.” Kathy’s understanding in this instance is best described as:
 - a. knowledge of content.
 - b. pedagogical content knowledge.
 - c. knowledge of correlational research.
 - d. knowledge of learners and learning.

25. Kathy’s ability to create her vignette to help her students reach her goal is best described as:
 - a. knowledge of content.
 - b. pedagogical content knowledge.
 - c. general pedagogical knowledge.
 - d. knowledge of learners and learning.

26. Kathy's practicing what she preached by calling on her own students best indicates her:
- knowledge of content.
 - pedagogical content knowledge.
 - general pedagogical knowledge.
 - knowledge of learners and learning.
27. Jack Ryan, a math teacher, uses lecture as his primary instructional strategy, and if his students are confused, he tries to explain the content even more clearly. Lucas Walsh, also a math teacher, uses a great deal of questioning with his students, varies his activities, and works hard to represent the content he teaches in ways that students can understand. Of the following, which is the most likely explanation for the differences between Jack's and Lucas's approaches to teaching?
- Lucas has more experience than does Jack.
 - Lucas understands math better than does Jack.
 - Lucas has more native ability than does Jack.
 - Lucas possesses more professional knowledge than does Jack.
28. "I'm going to have the children practice on long-vowel sounds and blends during skills block tomorrow," Ava Goodwin, a kindergarten teacher, says to herself as she plans for the next week. "I don't think I've spent enough time on basic skills the past few weeks." Ava then spends more time on basic skills the next week. Ava's concluding that she hasn't been spending enough time on basic skills best illustrates which of the following characteristics of expert teaching?
- Decision making in ill-defined contexts
 - Reflective practice
 - Pedagogical content knowledge
 - A body of specialized knowledge
29. Raphael Sanchez represents the concept *crustacean* by showing his students a lobster, a crab, and shrimp and having them identify the characteristics they have in common. Which of the following is Raphael best applying by representing *crustaceans* in this way?
- Strategy 2: *Linking abstract concepts to concrete representations* from the National Council on Teacher Quality's Six Strategies that Every New Teacher Needs to Know
 - General pedagogical knowledge as a form of professional knowledge that all teachers should possess
 - Principle 2: *What students already know affects their learning*, from the Top 20 Principles from Psychology for PreK-12 Teaching and Learning
 - Principle 6: *Clear, explanatory, and timely feedback to students is important for learning*, from the Top 20 Principles from Psychology for PreK-12 Teaching and Learning

30. Which of the following best illustrates *Principle 5: Acquiring long-term knowledge and skill is largely dependent on practice* from the Top 20 Principles from Psychology for PreK-12 Teaching and Learning?
- Grace Simek gives her 6th graders several examples of different types of figurative language, such as simile, metaphor, and personification.
 - Luna Rodriguez tries to ask questions, such as “Why?” and “How do you Know?” as often as possible in her teaching?
 - Dylan Jacobs is working with his 1st graders on adding and subtracting whole numbers. After his lesson he has the students work on a seatwork assignment for several minutes and monitors their efforts.
 - Jack Toner always provides detailed explanations for frequently missed items on both his homework assignments and on his weekly quizzes.

31. Mike Melvin, a 5th grade teacher, is working with his students on adding and subtracting fractions with unlike denominators. However, on his homework assignments he also includes some problems that involve adding and subtracting fractions with like denominators.

Then, when he moves to multiplying and dividing fractions, he also includes a problem or two where students must add and subtract fractions, with both like and unlike denominators.

Which of the following six essential teaching strategies that all new teachers need to know, from the National Council on Teacher Quality is Mike most nearly applying with his homework practice?

- Strategy 5: Distributing practice
- Strategy 2: Linking abstract concepts to concrete representations
- Strategy 4: Alternating problems with solutions provided and problems students must solve
- Strategy 6: Assessing learning

Essay Items

32. Describe and provide an example of each of the kinds of knowledge professional teachers possess.

Items 33 and 34 are related.

33. Paul Hernandez stands at the front of his classroom and smiles broadly as his seventh graders stroll in for their first meeting. This is the day he's been waiting for, and he feels ready. He is confident that his double major in history and geography will make him a stellar teacher. He feels especially lucky in that he's obtained an emergency certificate and hasn't been forced to waste time in teacher education classes.

Which type of professional knowledge is Paul most likely to have? Explain.

34. Paul explains that geography influences a great many things about our lives, such as the location of major cities, the economies of different areas, and the lifestyles people adopt. This material is very interesting to him, and he's a bit surprised that his students don't seem to share the same interest.

Paul's approach to instruction suggests that he lacks two forms of professional knowledge. What are they?

The Role of Research in Acquiring Professional Knowledge
Knowledge-Level Items

35. Which of the following is the best definition of *research*?
- The process of making decisions about the best way to represent the content that is being taught
 - The process of systematically gathering information in an attempt to answer professional questions
 - The process of requiring students to demonstrate that they have met specified standards, and holding teachers responsible for students' performance
 - The process of making changes in educational policy to more nearly meet the needs of students at all levels
36. Which of the following statements most accurately describes the role of research in teaching?
- It is the mechanism expert teachers use to improve their practice.
 - It is the process teachers use to help students understand abstract concepts.
 - It is the mechanism expert teachers use to confirm commonsense understanding about teaching.
 - It is the process teacher use to understand theoretical problems that don't have direct application in classrooms.
37. Researchers will often investigate educational events, such as the impact of a certain teaching strategy on the achievement of students, using numerical data and statistical techniques. This process is best described as:
- qualitative research.
 - quantitative research.
 - descriptive research.
 - longitudinal research.
38. The use of surveys, interviews, or observations to identify people's opinions and attitudes is best described as:
- quantitative research.
 - correlational research.
 - experimental research.
 - qualitative research.

39. Research that combines quantitative and qualitative approaches to trying to answer an educational question is best described as:
- descriptive research.
 - correlational research.
 - mixed-methods research.
 - longitudinal research.
40. Of the following, the best description of the type of research that is most commonly conducted by teachers in their classrooms is:
- descriptive research.
 - correlational research.
 - action research.
 - experimental research.
41. When conducting action research, after identifying and diagnosing a problem that is important to you, the next step is to:
- use the results of the study to generate additional research.
 - implement the findings to solve or improve a local problem.
 - generalize the findings to other action research settings.
 - systematically plan and conduct a research study.
42. Research in education has received a considerable amount of criticism over the years, with its lack of impact on classroom practice being one of the most important. Which of the following types of research has become prominent in response to these criticisms?
- Design-based research
 - Qualitative research
 - Action research
 - Quantitative research
43. Of the following, what is the best description of a theory?
- A series of related patterns that can be used as a basis for explanation and prediction.
 - A large body of information that has limited value in the real world.
 - An abstract description of events taking place primarily in the sciences.
 - A series of descriptions and conjectures that don't have any basis in fact.
44. Sets of related principles that are based on observations and are used to explain additional observations best define:
- pedagogical content knowledge.
 - random assignment.
 - research.
 - theories.

45. Of the following, the best description of the use of theories is to:
- rehearse and reflect.
 - describe and correlate.
 - explain and predict.
 - inquire and experiment.

Higher-Level Items

46. A research study indicating that teachers who use concrete examples to illustrate their topics have students who score higher on their achievement tests than teachers who represent the ideas abstractly best illustrates what kind of research?
- Qualitative research
 - Quantitative research
 - Descriptive research
 - Longitudinal research
47. Amanda Jones is an educational researcher who uses a series of case studies to investigate factors related to the success of members of cultural minorities in colleges and universities. The type of research that Amanda does can best be described as:
- quantitative research.
 - action research.
 - mixed-methods research.
 - qualitative research.
48. Luisa Hernandez is an educational researcher. She surveys everyone in the district to obtain their opinions about after-school enrichment programs. What type of research is best illustrated by Luisa's efforts?
- Quantitative research
 - Qualitative research
 - Mixed-methods research
 - Design-based research
49. A research team from a nearby university collaborates with Felice Hernandez, a 5th grade teacher, to examine the impact of concept maps, on students' reading comprehension. A series of studies are conducted with Felice's, and each study's design depends in part on the results of the previous study.
- Of the following, which type of research is best illustrated by this description?
- Quantitative research
 - Qualitative research
 - Action research
 - Design-based research

50. Nikki Yudin, a middle school teacher, has recently read articles suggesting that homework doesn't increase student learning. So, she decides to investigate the question.
In two of her classes she gives homework as always, and in two other classes she assigns no homework. She follows this practice for one 9-week grading period, and finds that the classes who did homework scored higher than her other two classes on her 9-weeks test.
Which of the following types of research is best illustrated by Nikki's study?
- Action research
 - Qualitative research
 - Mixed-methods research
 - Design-based research
51. Researchers observe a sample of teachers and find that those who ask large numbers of questions have students who are more attentive than those who spend more time lecturing and explaining. They also interview a selected sample of students to determine students' emotional reactions to being asked large numbers of questions.
Of the following which type of research is best illustrated by the researchers' practices?
- Quantitative research
 - Qualitative research
 - Mixed-methods research
 - Action research
52. You understand the statements "People tend to display the same behaviors that they see other people display," and "People are more likely to imitate the behaviors of famous people than people who are less famous."
You realize that the statements are related and you then realize why movie stars and athletes are used to help companies sell their products.
Of the following, what best describes the two related statements?
- Combined, they illustrate components of a theory.
 - Combined, they illustrate experimental research.
 - Combined, they illustrate critical decision making.
 - Combined, they illustrate pedagogical content knowledge.
53. You have studied a theory that focuses on the way people learn, and you understand the theory thoroughly. Of the following, which statement best describes how you will use this understanding in the real world?
- It provides you with information about the way people learn that you know to be true for all cases.
 - It allows you to predict what kind of practice will likely result in the most learning.
 - It provides you with a set of teaching rules, which if properly applied will almost always work.
 - It provides you with knowledge and understanding, even though it has limited application for classroom practice.

Essay Items

54. Describe each of the following types of research and explain how they're different: quantitative research, qualitative research, mixed-methods research, action research and design-based research.
55. Describe the relationship between research and theory. Provide an example that illustrates the relationship between the two.

Teaching in Today's Classrooms

Knowledge-Level Items

56. Statements that describe what students should know or be able to do at the end of a prescribed period of study are best described as:
 - a. forms of accountability.
 - b. standards.
 - c. value-added models.
 - d. assessments.
57. Which of the following best explains why the Common Core State Standards Initiative (CCSSI) was developed?
 - a. States wanted to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.
 - b. Our federal government wanted to create a national curriculum that would be competitive with other advanced nations.
 - c. States in our country wanted standards to focus to a much greater extent on the impact of technology on learning and teaching.
 - d. Educational leaders wanted to create standards that would "level the playing field" for students who are members of cultural minorities.
58. The process of requiring students to demonstrate that they have met standards, and making teachers responsible for ensuring that students do indeed meet the standards is best described as:
 - a. value-added modeling.
 - b. standards-based education.
 - c. assessment.
 - d. accountability.

59. Which of the following best describes demographic trends predicted to exist over the next few years in our country?
- By the year 2026 more than half of the students in our country will be members of cultural minorities.
 - By the year 2026, more than half country's students will be of Hispanic background.
 - By the year 2026, more than half of the students in our country will be students with exceptionalities.
 - By the year 2026, more than half of the students in our country will be African American.
60. Which of the following best describes the poverty rates in our country compared to other industrialized countries?
- The percentage of American families below the poverty line is consistently lower than in other industrialized countries.
 - The percentage of American families below the poverty line is about the same as in other industrialized countries.
 - The percentage of rural American families below the poverty line is lower than in other industrialized countries, but the percentage of urban American families below the poverty line is higher than in other industrialized countries.
 - The percentage of American families below the poverty line is consistently higher than in other industrialized countries.
61. Which of the following best describes experts' estimates of the impact that technology will have on education over the next several years?
- Technology will present both potential benefits and challenges for teachers; technology is neither all good nor all bad.
 - Technology will revolutionize teaching; in 10 years teaching won't resemble the way it exists today.
 - The influence of technology on teaching will largely be limited to using the Internet to access information.
 - Research suggests that technology is having a negative impact on learning because of the amount of time students spend on activities such as texting and playing video games.

Higher-Level Items

62. Teresa Walker is a second-grade teacher in a large urban elementary school. Her students take a state test near the end of the school year to determine their learning progress. Teresa's year-end evaluation is determined in part by the amount her students improve, such as moving from the 50th to the 60th percentile in reading during the academic year. The overall process Teresa is experiencing best illustrates which of the following?
- Accountability
 - High-stakes testing
 - Pedagogical content knowledge
 - Standards-based instruction

Essay Items

63. Explain why standards and accountability are so much a part of teaching in today's schools in our nation.
64. Describe the Common Core State Standards Initiative, and explain why it was developed.
65. Describe the general process of teacher licensure and evaluation that virtually all teacher candidates will experience.
66. Describe an important demographic trend that is occurring in our country and the implications this trend will have for teaching in the future.

CHAPTER ONE ANSWERS

Expert Teaching and Student Learning

Knowledge-Level Items

1. d
2. b
3. c
4. b

Higher-Level Items

5. d For all intents and purposes, no curriculum approach, nor any teaching strategy is any better than the teacher using it, and most approaches or strategies can be used to increase student learning if they are implemented by expert teachers.
6. c Evidence indicating that students come to school more socially mature than students taught by teachers with less expertise doesn't exist.
7. a Research indicates that expert teachers possess more knowledge and skills than their colleagues with less expertise, and greater knowledge and skills is the primary difference between expert teachers and those with less expertise.

Essay Items

8. The response should note that expert teachers possess more knowledge and skills than do teachers with less expertise.
9. The response should state that the quality of a school will be determined by the quality of its teachers. And, "quality" of teachers refers to teaching expertise.

Educational Psychology, Expert Teaching, and Professional Knowledge

Knowledge-Level Items

10. a
11. b
12. b
13. c
14. b
15. a
16. c

Higher-Level Items

17. d Understanding this statement suggests that you understand how students acquire information. This suggests that you understand learning and how students learn.
18. d Pedagogical content knowledge refers to an understanding of how to represent topics in ways that make the content understandable to learners, as well as an understanding of what makes specific topics easy or difficult to learn. This is the knowledge that Hector is demonstrating by finding colored pictures as examples.
19. a Knowledge of content refers to teachers thoroughly understanding the content they're teaching. This is what Gretchen is trying to strengthen by developing a deeper understanding of classics of American literature.

20. a Jeff understanding that the thinking of his high school students is concrete, rather than abstract, demonstrates that he understands learners, and knowing that they need concrete illustrations to make the concepts meaningful demonstrates that he understands learning.
21. b Pedagogical content knowledge refers to an understanding of how to represent topics in ways that make the content understandable to learners, as well as an understanding of what makes specific topics easy or difficult to learn. April's ability to concretely illustrate the difference between force and pressure demonstrates this knowledge.
22. d April's demonstration was a form of example that she used to illustrate the concepts *force* and *pressure*. Examples, and particularly examples taken from the real world, are powerful tools that teachers can use to make content meaningful for students.
23. b Case studies [and vignettes—short case studies] are short “stories” that are effective for illustrating topics that are hard to illustrate in any other way. Kathy used a “story” about a teacher calling on her students to illustrate the importance of teacher questioning.
24. d Kathy understood that information concretely represented is more meaningful to students than simply “telling” them to ask questions. This demonstrates her understanding of learners and learning.
25. b Pedagogical content knowledge refers to an understanding of how to represent topics in ways that make the content understandable to learners, as well as an understanding of what makes specific topics easy or difficult to learn. Kathy's ability to create her vignette illustrates this kind of knowledge.
26. c General pedagogical knowledge involves an understanding of instructional strategies and classroom management that apply to all subject matter areas and topics. The ability to question students illustrates general pedagogical knowledge. Kathy's practicing what she preaches—her questioning—illustrates general pedagogical knowledge.
27. d Professional knowledge includes knowledge of content, such as Jack and Lucas understanding the math they teach, pedagogical content knowledge, such as the ability to represent content in ways understandable to students, general pedagogical knowledge, such as questioning skills, and an understanding the characteristics of students and the way they learn. Lucas using questioning and his ability to represent his content in ways understandable to students suggests that he has more professional knowledge than does Jack.
28. b Reflective practice is the process of conducting a critical self-examination of one's teaching, and Ava concluding, “I don't think I've spent enough time on basic skills the past few weeks,” is a concrete example of this process.
29. a A crab, lobster, and shrimp are examples of the concept *crustacean*.
30. c Seatwork allows the students to practice the skills Dylan is attempting to help them develop.
31. a Mike is distributing his students' practice. For instance, he has his students add fractions with both like and unlike denominators. Then, as he has his students practice multiplying and dividing fractions, he has them again add and subtract fractions with both like and unlike denominators. In this way he distributes having his students practice adding and subtracting fractions throughout his unit on fractions.

Essay Items

32. The response should include the following:
- Professional knowledge includes knowledge of content, such as understanding how to solve simultaneous equations in math, or different body systems in science.
 - It also includes pedagogical content knowledge, the ability to represent content in a way that is meaningful to students, general pedagogical knowledge, such as questioning and classroom management, and knowledge of learners and learning, such as knowing that learners' thinking tends to be concrete.
33. The response should include the following:
- Paul's double major in history and geography suggests that his knowledge of content is likely to be deep.
 - No evidence exists in the vignette to suggest that he possesses pedagogical content knowledge, general pedagogical knowledge, or knowledge of learners and learning.
34. The response should include the following:
- Paul's approach to instruction suggests that he lacks both pedagogical content knowledge and knowledge of learners and learning.
 - We see no evidence in the vignette suggesting that he's represented the content in any way other than simply explaining, which indicates a lack of pedagogical content knowledge, and his surprise at his students' lack of interest suggests that he lacks knowledge of learners and learning.

The Role of Research in Acquiring Professional Knowledge*Knowledge-Level Items*

35. b
 36. a
 37. b
 38. d
 39. c
 40. c
 41. d
 42. a
 43. a
 44. d
 45. c

Higher-Level Items

46. b Quantitative research involves numerical data and statistical methods. Achievement test scores involve numerical data.
47. d Qualitative research uses processes, such as interviews and case studies to answer questions in a holistic fashion.
48. b Qualitative research uses tools such as tests, surveys, and observations to describe the status or characteristics of a situation or phenomenon. This is what Luisa is doing in gathering people's opinions.

49. d Design-based research is a form of research intended to impact classroom practice and contribute to theory by focusing on educational interventions that are conducted in real-world settings, are iterative, and involve a partnership between researchers and practitioners. This is what Felice and the research team are involved in undertaking.
50. a Action research is research conducted by teachers or other school officials designed to answer a specific school or classroom related question. Kristi is a classroom teacher and she has a classroom related question—how does homework impact the amount students learn?
51. c Mixed-methods research is a research design that combines quantitative and qualitative methods. Quantitative and qualitative methods are both involved in this study.
52. a Theories are sets of related patterns that researchers use to explain and predict events in the world. The two patterns described in the example are components of *social cognitive theory*.
53. b. Theories provide two functions: 1) to explain events, and 2) to predict future events. For example, the theory of behaviorism allows us to predict that if we reinforce students for trying to respond to our questions, the likelihood of them attempting to respond in the future increases.
54. The response should include the following:
- Quantitative research involves the systematic, empirical investigation of phenomena using numerical data and statistical techniques.
 - Qualitative research describes complex educational phenomena in a holistic fashion using non-numerical data.
 - Mixed-methods research combines the two approaches.
 - Action research is conducted by teachers or other school officials designed to answer a specific school- or classroom-related question, and it can use quantitative, qualitative, or mixed-methods designs.
 - Design-based research involves collaborative efforts between researchers and practitioners with the goal of solving real-world problems, and can also use quantitative, qualitative, or mixed-methods designs.
55. The response should include the following:
- Research provides information that is used to form general patterns. When a number of related, general patterns are identified, a theory is gradually formed.
 - An example, such as the tendency of people to repeat behaviors for which they're rewarded, but behaviors tend to endure the longest when some, but not all, behaviors are rewarded. These research-based patterns, combined with many others make up the theory of behaviorism.

Teaching in Today's Classrooms

Knowledge-Level Items

56. b
 57. a
 58. d
 59. a
 60. d
 61. a

Higher-Level Item

62. a Accountability is the process of making teachers responsible for ensuring that students have met standards. This is the process in which Teresa is involved.

Essay Items

63. The response should include the following:
- Politicians and business and educational leaders have been alarmed by our nation's students' poor academic performance compared to the performance of students in other countries, and particularly in other first-world countries.
 - In an effort to improve the performance of our nation's students, standards have been created and students and teachers are being held accountable for students meeting the standards.
64. The response should include the following:
- The Common Core State Standards Initiative is a state-led effort designed to establish a single set of clear educational standards for all states in essential content areas.
 - The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.
65. The response should include the following:
- Teacher quality is now a national priority, and quality often means that teachers are knowledgeable.
 - In attempts to ensure that teachers possess adequate professional knowledge, all states now require prospective teachers to pass one or more tests of both general and professional knowledge before they receive a teaching license.
 - It's a virtual certainty that prospective teachers will be required to pass an exam that measures their professional knowledge before they receive a teaching license.
66. The response should note that:
- Students attending our nation's schools are becoming more ethnically diverse.
 - It is a virtual certainty that teachers will have members of cultural minorities in their classes.
 - In many cases the students will speak a native language other than English.