

TEST BANK

Educational Psychology



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Chapter 2 - Cognitive and Language Development

Student: _____

1. The implication of the principle that all children do not develop at the same rate is
 - A. curriculum must be specific to the culture.
 - B. be sure to include group projects in the classroom.
 - C. you can't judge an individual's performance solely on their age
 - D. give opportunities for both assimilation and accommodation.
2. A student's performance in class is determined by a multitude of factors. This is best described in the principle that
 - A. development is the result of both heredity and environment.
 - B. knowledge exists only in social interactions.
 - C. development is orderly.
 - D. development is continuous.
3. A stimulating environment may help the process of _____ which involves removing poorly connected neurons.
 - A. assimilation
 - B. pruning
 - C. accommodation
 - D. lateralization
4. The _____ governs your ability to use language; the _____ governs spatial relations.
 - A. synapse; dendrites
 - B. right hemisphere; cerebral cortex
 - C. left hemisphere; right hemisphere
 - D. axons; cerebral cortex
5. Mrs. Norman, a 7th grade science teacher, wants to use the current research on brain and learning to help her students. Which of the following is not a principle of brain-based learning?
 - A. Attention and perception are both involved in learning.
 - B. The brain perceives wholes first and then parts last.
 - C. Every brain is uniquely organized.
 - D. The brain is a social brain.
6. According to Piaget, the basic unit necessary for mental organization and mental functioning is called the
 - A. neuron.
 - B. zone of proximal development.
 - C. dendrite.
 - D. schema.

7. A five year old was describing how he was “getting smarter and smarter” by attending school. From a Piagetian perspective, this five year old is experiencing
- A. advancement in his zone of proximal development.
 - B. an increase in the size of his zone of proximal development.
 - C. an increase in the number and complexity of schemas.
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8. As a student is interacting with her environment, she is learning and developing schemata. Piaget termed this
- A. adaptation.
 - B. operations.
 - C. metalinguistic awareness.
 - D. accommodation.
9. When a child encounters something new and reacts to it by relying on an existing schema, _____ occurs.
- A. accommodation
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 - C. syntax
 - D. taxonomic constraint
10. “I just can’t deal with this new concept. I’m going to have to change how I think about it.” This best illustrates
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11. What is the advantage of assimilation and accommodation?
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12. Play is to assimilation as imitation is to _____.
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21. From a Piagetian perspective, what is the main limitation of the thinking of a child in the concrete operational stage?
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 - B. The thinking can only be applied to one dimension of an object.
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 - C. socially construct meaning of experiences and words.
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25. You are observing a classroom where the teacher claims her instruction was heavily influenced by Piaget. Which of the following would not expect to see?
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 - B. pragmatics; metalinguistic awareness
 - C. semantic bootstrapping; conservation
 - D. internalization; conservation
29. In his theory of cognitive development, Piaget has been criticized for ignoring the contribution of
- A. peers.
 - B. media.
 - C. culture.
 - D. heredity.
30. Vygotsky emphasized the importance of _____ in creating meaning and knowledge.
- A. conservation
 - B. active learning
 - C. maturation
 - D. social interaction
31. As Mrs. Moen contemplates tomorrow's meeting of her 11th graders, she remembers the importance of social interaction in learning and creates an activity that involves group work. Which theorist places the most emphasis on social interaction in learning?
- A. Case
 - B. Vygotsky
 - C. Piaget
 - D. Chomsky
32. In internalization according to Vygotsky, speech starts off as _____ transformed into _____ and ultimately into _____.
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35. Language, maps, clocks, and calendars are what Vygotsky considered to be
- A. cultural tools.
 - B. centration.
 - C. conservation of number.
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36. Consider this student: She can do basic arithmetic by herself but only when she is helped can she do fractions. Vygotsky would say that her ability to solve fractions with assistance represents
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 - B. Learning happens because the brain undergoes extensive pruning of neurons that are poorly connected.
 - C. Already existing schemas become modified because of the discomfort caused by being out of equilibrium.
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39. What happens to scaffolding once the zone of proximal development advances to the next level?
- A. The scaffolding is removed.
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 - D. Her style is related to her students' cultural background.
41. How are words pronounced? The answer is in
- A. pragmatics.
 - B. equilibration.
 - C. egocentrism.
 - D. phonology.
42. Age appropriate development of pronunciation is important since it predicts
- A. literacy.
 - B. intelligence.
 - C. peer relationships.
 - D. grades in elementary school.

43. Little three-year-old Miranda is learning about the nature of language and expressions. She is developing
- A. a high zone of proximal development.
 - B. phonology.
 - C. metalinguistic awareness.
 - D. syntax.
44. If you track the development of a child's vocabulary over time, you would see spikes
- A. between the ages of 18 and 24 months.
 - B. first 6 months.
 - C. between the ages of 6 and 12 months.
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- A. Yes – it clearly shows a regression in understanding.
 - B. No – it represents the understanding of phonology.
 - C. Yes – it clearly shows a problem with syntax.
 - D. No – it represents the understanding of grammar.
46. A little girl has not yet developed an adequate understanding of pragmatics and as a result
- A. has problems pronouncing *sh* and *th*.
 - B. has not progressed beyond holophrases.
 - C. keeps interrupting her teacher.
 - D. gets confused with the meaning of idioms.
47. Research on the relationship between language and thinking has shown that
- A. language and thought influence each other.
 - B. language shapes thought.
 - C. thought shapes language.
 - D. there is no relationship between the two.
48. Chomsky explained language development by arguing for the role of _____ that enables children to learn language.
- A. active experience
 - B. a language organ
 - C. reinforcement
 - D. motivation
49. When Mr. Moss is solving a math problem on the board he makes sure that he talks out loud sharing the perception, ideas, and decisions necessary to solve the problem. What technique is he using?
- A. parallel talk
 - B. expansion
 - C. self-talk
 - D. pragmatics

50. As a teacher you want to help your students develop language abilities. An example of your approach is to talk out loud about what a child is doing as she solves a math problem on the board. What technique are you using?

- A. expansion
- B. parallel talk
- C. conservation
- D. pragmatics

51. The new principal at the middle school is a strong advocate of instruction based on the ideas of Piaget. When the teachers ask him for ideas on testing, he says

- A. teachers should teach to the test.
- B. to use the state-mandated assessment.
- C. it's best to use the nationally normed test.
- D. testing should be based on observation.

52. Match each statement to the item listed below.

- | | | |
|-----------------------------|--|-------|
| 1. axons | process is continuous and relatively orderly | _____ |
| 2. social construction | basic unit for mental organization and functioning | _____ |
| 3. development principle | mentally arranging objects along some dimension | _____ |
| 4. self-talk | understanding of relationship between doing something and the results of that action | _____ |
| 5. schema | sum of all an individual's schemata | _____ |
| 6. seriation | emphasis of Vygotsky's theory | _____ |
| 7. babbling | production of syllables | _____ |
| 8. intelligence | part of the neuron that transmits signals to other neurons | _____ |
| 9. operations | private speech | _____ |
| 10. concrete correspondence | systems or coordinated sets of action | _____ |

53. Match each statement to the item listed below.

- | | | |
|-----------------------------|---|-------|
| 1. assimilation | incorporate new information into existing schema | _____ |
| 2. inversion | activity in which infant tries to reproduce interesting events | _____ |
| 3. lateralization | focus on only one aspect of a stimulus at a time | _____ |
| 4. scaffolding | assistance that helps child to proceed through zone of proximal development | _____ |
| 5. centration | thinking about nature of language | _____ |
| 6. concrete operations | a form of reversibility | _____ |
| 7. pragmatics | stage of cognitive development according to Piaget | _____ |
| 8. accommodation | specialization of the two hemispheres | _____ |
| 9. metalinguistic awareness | social conventions of language | _____ |
| 10. circular reaction | modifying an existing schema | _____ |

54. Pruning of neurons will lead to mental retardation.

True False

55. There is strong evidence that brain-based approaches to instruction are effective in helping students learn.
True False
56. As we grow, our operations become more organized and well-defined.
True False
57. Egocentrism refers to problems taking another's point of view.
True False
58. Piaget underestimated the ability of children with regard to object permanence.
True False
59. The zone of proximal development refers to tasks that the student can do independent of assistance.
True False
60. Semantic bootstrapping refers to understanding the rules of etiquette in conversations.
True False
61. Thought and language influence each other.
True False
62. Language is special because of our innate ability to learn grammar.
True False
63. When using expansion, a teacher will comment about what she is doing the same time she is doing it.
True False
64. Select one of the general principles of cognitive development. Describe how that principle influences a teacher's interactions with her students.

65. What is brain-based learning and how could it change that way teachers teach?
66. How do we learn according to Piaget? Be sure you include the terms schema, assimilation, accommodation, equilibration, and adaptation.
67. If Piaget was asked what would improve education in America in the 21st century, he might say to increase active experience and social interaction. Why?
68. Illustrate how curriculum in math is shaped by cognitive development in preoperational and concrete operational stages as described by Piaget.

69. Contrast how a student in concrete operations and another student in formal operations would attempt to solve a problem with a computer printer that does not print.

70. What did Piaget get right and what did he get wrong?

71. Explain why Vygotsky might have said that we don't learn much when we do tasks by ourselves.

72. Describe what a teacher can do in her classroom to facilitate language development in students.

73. Describe why language is special.

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 - C.** self-talk
 - D. pragmatics

50. As a teacher you want to help your students develop language abilities. An example of your approach is to talk out loud about what a child is doing as she solves a math problem on the board. What technique are you using?
- A. expansion
B. parallel talk
 C. conservation
 D. pragmatics
51. The new principal at the middle school is a strong advocate of instruction based on the ideas of Piaget. When the teachers ask him for ideas on testing, he says
- A. teachers should teach to the test.
 B. to use the state-mandated assessment.
 C. it's best to use the nationally normed test.
D. testing should be based on observation.
52. *Match each statement to the item listed below.*
- | | | |
|-----------------------------|--|-----------|
| 1. axons | process is continuous and relatively orderly | <u>3</u> |
| 2. social construction | basic unit for mental organization and functioning | <u>5</u> |
| 3. development principle | mentally arranging objects along some dimension | <u>6</u> |
| 4. self-talk | understanding of relationship between doing something and the results of that action | <u>10</u> |
| 5. schema | sum of all an individual's schemata | <u>8</u> |
| 6. seriation | emphasis of Vygotsky's theory | <u>2</u> |
| 7. babbling | production of syllables | <u>7</u> |
| 8. intelligence | part of the neuron that transmits signals to other neurons | <u>1</u> |
| 9. operations | private speech | <u>4</u> |
| 10. concrete correspondence | systems or coordinated sets of action | <u>9</u> |
53. *Match each statement to the item listed below.*
- | | | |
|-----------------------------|---|-----------|
| 1. assimilation | incorporate new information into existing schema | <u>1</u> |
| 2. inversion | activity in which infant tries to reproduce interesting events | <u>10</u> |
| 3. lateralization | focus on only one aspect of a stimulus at a time | <u>5</u> |
| 4. scaffolding | assistance that helps child to proceed through zone of proximal development | <u>4</u> |
| 5. centration | thinking about nature of language | <u>9</u> |
| 6. concrete operations | a form of reversibility | <u>2</u> |
| 7. pragmatics | stage of cognitive development according to Piaget | <u>6</u> |
| 8. accommodation | specialization of the two hemispheres | <u>3</u> |
| 9. metalinguistic awareness | social conventions of language | <u>7</u> |
| 10. circular reaction | modifying an existing schema | <u>8</u> |
54. Pruning of neurons will lead to mental retardation.
FALSE

55. There is strong evidence that brain-based approaches to instruction are effective in helping students learn.
FALSE
56. As we grow, our operations become more organized and well-defined.
TRUE
57. Egocentrism refers to problems taking another's point of view.
TRUE
58. Piaget underestimated the ability of children with regard to object permanence.
TRUE
59. The zone of proximal development refers to tasks that the student can do independent of assistance.
FALSE
60. Semantic bootstrapping refers to understanding the rules of etiquette in conversations.
FALSE
61. Thought and language influence each other.
TRUE
62. Language is special because of our innate ability to learn grammar.
FALSE
63. When using expansion, a teacher will comment about what she is doing the same time she is doing it.
FALSE
64. Select one of the general principles of cognitive development. Describe how that principle influences a teacher's interactions with her students.

Not provided

65. What is brain-based learning and how could it change that way teachers teach?

Not provided

66. How do we learn according to Piaget? Be sure you include the terms schema, assimilation, accommodation, equilibration, and adaptation.

Not provided

67. If Piaget was asked what would improve education in America in the 21st century, he might say to increase active experience and social interaction. Why?

Not provided

68. Illustrate how curriculum in math is shaped by cognitive development in preoperational and concrete operational stages as described by Piaget.

Not provided

69. Contrast how a student in concrete operations and another student in formal operations would attempt to solve a problem with a computer printer that does not print.

Not provided

70. What did Piaget get right and what did he get wrong?

Not provided

71. Explain why Vygotsky might have said that we don't learn much when we do tasks by ourselves.

Not provided

72. Describe what a teacher can do in her classroom to facilitate language development in students.

Not provided

73. Describe why language is special.

Not provided

