

EDU 330: Educational Psychology

Final Exam

Overview

When you take the Praxis, you will be responsible for all of the topics discussed in EDU 330: Educational Psychology. Equally important, however, is that an understanding of the topics covered in EDU 330 will make you a better teacher. As such, the final exam will be cumulative. This exam will consist of two sections. The first section will be composed of multiple-choice questions. The topics for these questions are provided below. The second section will include short answer questions and the content for these questions is provided on pages two and three.

Section I: Topics for multiple-choice questions

Information Processing Theory (chapter 8):

- *Stores of the Information Processing Theory* (the defining characteristics of sensory memory, working memory/short term memory, long term memory)
- *Elaborative vs. Maintenance rehearsal* (differentiate between these two types of rehearsals)

Social Cognitive Theory (chapter 9):

- *Difference between social cognitive theory and behaviorism*
- *The operational definition of self-efficacy*
- *Factors that affect self-efficacy*
- *Differentiate between low self-efficacy students and high self-efficacy students*
- *Phases in Zimmerman's self-regulation theory* (identify the key characteristics of the three phases)

Classroom Assessment (chapter 14):

- *Formative vs. Summative evaluation* (differentiate between these two types of evaluations)
- *Essay vs. Short Answer vs. Multiple-choice/select response assessments* (identify strengths and weaknesses of each of these assessments)
- *Norm referenced vs. criterion referenced* (identify the differences between these two)

Standardized Testing (chapters 15)

- *Reliability vs. Validity* (identify the differences between these two)
- *Construct validity vs. Predictive validity vs. Content validity* (identify the differences between these three)
- *Standard deviation* (definition and why it is useful)

Section II: Short answer questions. The below questions are the short answer questions that you will be asked to answer on the final exam. While you cannot bring in written responses to the final exam, you are expected to critically think about these questions prior to the final exam. Feel free to speak and discuss responses to these questions with your classmates.

***NOTE: On the final, you will be required to answer question #1. Please note that this question requires you to print and bring a lesson plan to the final exam. You can find sample lesson plans on my website: (<http://homepages.gac.edu/~dmoos/>), click “current courses”, click “Educational Psychology”, and then sample lesson plans can be found midway down this page). Feel free to use any lesson plan (you do not have to use one from my website nor does the lesson plan need to be “ideal”).**

Apply Theory to lesson plans

1. This question asks you to critique a lesson plan that you provide. First, please briefly describe one aspect of the lesson plan that will facilitate learning. **Make sure to justify this explanation by referring to a theory that we have discussed in EDU 330.** Second, please briefly describe one aspect of the lesson plan that *could be improved* to facilitate learning. **Make sure to justify this explanation by referring to a theory that we have discussed in EDU 330.**

Motivation

2. How might you increase students’ motivation in your classroom? In order to answer this question, briefly describe two of the following constructs/theories related to motivation. Second, discuss how you might specifically foster motivation related to these two constructs/theories:

- *Expectancy X Value Theory*
- *Humanistic Theory*
- *Behavioral views of motivation*
- *Self-determination theory*
- *Attributions*

Behaviorism

3. A school is putting an exemption policy in place. The policy is:

If you have an A average and have missed no more than 4 days of school during the semester, you don’t have to take the semester exam; if a you have a B average and have missed no more than 3 days, you don’t have to take the semester exam, and if you have a C average and have missed no more than 2 days, you don’t have to take the semester exam.

The exemption policy is designed to encourage kids to come to school. What concept from behaviorism is the school attempting to apply in implementing this exemption policy? Explain. Do you agree with this policy? Why or why not?

Constructivism

4. Jennifer Clower wants her students to understand that when we exert a force on an object, it accelerates. She explains acceleration, such as objects speeding up as they fall

to the earth, but she is uneasy about the extent to which the students understand the concept *acceleration*. So, she demonstrates force and acceleration by pulling a small cart across the front of the classroom using a spring scale that exerts a constant force. She also holds a tennis ball above her head and drops it and then shows a computer simulation that illustrates the acceleration of the dropped ball in slow motion. Jennifer explains that as the distances between the images of the ball get greater and greater, the ball is accelerating.

Assess Jennifer's lesson using the principles that guide teachers as they plan and conduct lessons based on **constructivist** views of learning.

Standardized Testing and Assessment

5. The following standardized test scores are for Beth and Anne, two fifth grade students:

In math, Anne has a percentile rank of 45, a stanine of 7 in science, a grade equivalent score of 8.5 in reading and a percentile rank of 68. On problem solving, she had a raw score of 72. In social studies, she received a percentile score of 78.

Beth has a raw score of 81 in math, a percentile rank of 54 in science. In reading, she has a grade equivalent for 2.8 and a percentile rank of 31. On problem solving, she had a percentile rank 38. In social studies her stanine score was 3.

You are preparing for teacher conferences with Anne and Beth's parents. For each child, **first** explain each individual subject area score. **Second** provide an overall assessment of the student.

Intelligence

6. How might you apply an understanding of Gardner's Theory of Multiple Intelligences in the classroom? In order to answer this question, first briefly describe three different dimensions of intelligence, according to Gardner's theory. Second, discuss how you might specifically cater to these intelligences within your classroom.