

Sample Study Guide – Outline Format

for Educational Psychology: Midterm 1

Intro – Book Chapter 1, Classes 1 and 2

1. What is Educational Psychology? – *branch of psychology → study of mental processes and behaviors associated with human learning and instruction. Also: nature of learners & learning, characteristics of effective teaching, how nature of classrooms affects learning.*
 - a) What are the INSTASC standards? – 1. Content Pedagogy, 2. Student dev, 3. Diverse Learners, 4. Multiple Instructional Strat, 5. Motivation and Management, 6. Comm and Tech, 7. Planning, 8. Assessment?, 9 Reflective Practice and Prof. Growth, 10. Schl and Community Involvement
2. How does Science and Theories relate to Educational Practice? *Science can explain what are the best educational practices and why, by testing theories*
 - a) What is the difference between **implicit theories** and **Scientific theories**? - *Theories are logical explanations/beliefs about how the world works, Implicit is informal beliefs/common sense, while scientific is formal, and describe variables and relationships.*
 - b) How do we compare theories? 3 dimensions-
 - i) **Characteristics**- *What all the theory is about (scope)*
 - ii) **Epistemic** – *How accurate/coherent/consistent/understandable is it*
 - iii) **Applicability** - *Can it be applied and used.*
3. How is theory and research used to improve teaching? *Because of the complexity of teaching, teachers must know how to utilize multiple theories*
 - a) How do theories inform decision making? *Theories can influence goals, student evaluation, and strategies used. Often times scientific studies are used as a starting point to add to personal experience. Theories allow one identify characteristics of problems, find patterns and identify principles that generate a solution.*
 - i) **Decision Points**- *Three decision points are: Planning decisions, Teaching and managing decisions, and assessment decisions.*
4. How are Teachers and Research related? *Answer...*
 - a) What are key considerations when conducting education research in the classroom? *Answer...*
 - b) What is the Tetrahedral Model and what are its components? *Answer...*
5. How does Theory and Research inform Textbook reading? *Answer...*
 - a) How do you select important information? *Answer...*
 - i) **Selection**- *definition...*
 - b) What are some ways information is Organized? *Answer...*
 - i) **Organization**- *definition...*
 - c) Why is integration important? *Answer....*
 - i) **Integration**- *definition...*

Behavioral Learn Theory – Book Chapter 2, Classes 3, 4 and 5

1. Describe the Behavioral View of Learning *Answer...*
 - a) What are the three types of Stimuli and how are they different? *Answer....*
 - b) How is learning measurable and observable? *Answer....*
2. What are the Behavioral Learning Models? *Answer...*
 - a) What is Contiguity learning and how is it used in the classroom? *Answer....*
 - b) Draw a diagram illustrating classical conditioning and label the CS, UCS, CR and UCR. *Answer....*

Study Guide Outline

Kathleen Stassen Berger



Study Guide Outline:

The Study Guide for Developing Person Through the Life Span Kathleen Stassen Berger, 2007-12-24 This seventh edition comes with a significant revision of cognitive development through childhood revised and updated chapters on adolescence and more attention to emerging and early adulthood **Pamphlet - Dept. of the Army** United States. Department of the Army, 1951 *United States Educational, Scientific, and Cultural Motion Pictures and Filmstrips: Education Section 1958, Selected and Available for Use Abroad* United States Information Agency, 1959 United States Educational, Scientific, and Cultural Motion Pictures and Filmstrips, Selected and Available for Use Abroad: Education Section, 1958, Education and Productivity United States Information Agency, 1959 United States Educational, Scientific, and Cultural Motion Pictures and Filmstrips, Selected and Available for Use Abroad; Education Section United States. Interdepartmental Committee on Visual and Auditory Materials for Distribution Abroad. Subcommittee on Catalog, 1959

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American Education, 1904 **The School Executive**, 1927 **School Executives Magazine**, 1929 Minnesota Journal of Education, 1928

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